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ABSTRACT

The South Carolina Department of Education has printed an instruction manual for teacher use in schools of nursing. The guide covers the areas of medical surgical nursing, diagnosis of disease, dealing with the surgical patient, care of the aged, rehabilitation and chronic illness, nursing the cancer patient, gynecological disorders, respiratory disorders, circulatory disorders, endocrine disorders, urinary disorders, nervous system disorders, eye disorders, ear disorders, mental illness, emergency nursing, maternal and child care, plus a 21-page bibliography of materials. Each section briefly lists a set of objectives for each area, learning activities, resources, and methods of evaluation. (JC)

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GUIDE FOR INSTRUCTORS OF PRACTICAL NURSING IN SOUTH CAROLINA

Phase II

Prepared by

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UNIT V
MEDICAL SURGICAL NURSING I
(54 Hours)

SUBJECTS:

1. Introduction to Medical-Surgical Nursing – 6 Hours
2. Fundamental Processes of Disease – 8 Hours
3. Diagnosis of Illness – 7 Hours
4. Common Signs and Symptoms – 10 Hours
5. The Surgical Patient – 8 Hours
6. Care of the Aged – 10 Hours
7. Rehabilitation and Chronic Illness – 5 Hours

UNIT OBJECTIVE:

The student will be able to design and implement a plan of care for the mildly ill patient with a variety of symptoms.

CONTRIBUTORY OBJECTIVES: The student will be able to:

1. Compare the differences in the nursing responsibilities of the mildly ill and the critically ill patient.
2. Explain what is meant by body defense mechanism. Give 5 examples.
3. List 3 reasons for diagnostic tests. Describe the responsibility of the practical nurse in patient diagnosis.
4. List 8 common symptoms and observations made for each.
5. Explain how nursing measures and treatments might be used to control symptoms.
6. Using the hospital procedure manual, plan the preoperative nursing measures for a patient who is scheduled for general surgery.
7. Compose a plan of care including nursing measures for a postoperative patient.
8. The basic needs of the aged are the same as those of other age groups. Describe the emotional effect on the aged when these needs are not met.
9. Describe the types of health care agencies that offer rehabilitative care. Give examples of these in your community.
10. Compare how rehabilitation for the chronically ill differs from acutely ill.

UNIT V
MEDICAL SURGICAL NURSING I
SUBJECT: INTRODUCTION TO MEDICAL SURGICAL NURSING

OBJECTIVES: The student will be able to:

1. Compare 5 of the early medical practices with those of today.
2. List 5 persons and give their major contribution to medical science.
3. List 8 changes in medical science occurring in the last 20 years.
4. From 5 work areas in a medical-surgical unit, distinguish between clean and dirty.
5. Demonstrate how to use basic equipment in the patient's unit without the aid of a manufacturer's manual.
6. Demonstrate communication and observational skills and comfort measures.
7. Define the term progressive patient care.
8. Compare the differences in the nursing responsibilities of the mildly ill and the critically ill patient.
9. Design and implement a patient care plan with help of instructor.

UNIT: V -- MEDICAL SURGICAL NURSING I

SUBJECT: Introduction to Medical Surgical Nursing

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Compare 5 of the early medical practices with those of today.	1. Each student bring to class one written example of early medical practice or old wives tales.	Kozier-DuGas, Fundamentals of Patient Care, page 1	
2. List 5 persons and give their major contribution to medical science.	1. Student oral reports on the following: a. Louis Pasteur b. Joseph Lister c. Edward Jenner . d. Marie Curie e. Joseph Salk f. Christian Barnard	Health Hero Series World Book Encyclopedia	
3. List 8 changes in medical science occurring in the last 20 years.	1. Bring information to class for discussion on recent advances in medicine.	Current Today's Health	Written objective test covering objectives 1 - 3
4. From 5 work areas in a medical and surgical unit, distinguish between clean and dirty.	1. Tour medical-surgical unit pointing out clean and dirty areas.		Pop quiz on observations made on tour
5. Demonstrate how to use basic equipment in the patient's unit without the aid of the manufacturer's manual.	1. Practice use of basic equipment in medical-surgical unit. Include: a. bed b. overbed table c. bedside table d. bed rails e. call system f. lighting system g. bathroom h. bedside radio and T.V. i. privacy screens	Manufacturers' manuals	Grade demonstration in use of equipment

UNIT: V - MEDICAL SURGICAL NURSING I

SUBJECT: Introduction to Medical Surgical Nursing

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
6. Demonstrate communication and observational skills and basic comfort measures.	1. Students read selected patients' charts. 2. Review communication skills and basic procedures. 3. Assign to medical-surgical patients to carry out: a. bath care b. comfort measures c. vital signs Record observations with help of instructor. 4. Students prepare a paper comparing likeness and differences of patients according to individual, illness, age, sex and mobility.	Hospital procedure manual Kozier-DuGas, chapter 8, page 83; chapter 11, page 124; chapter 16, page 167	Comprehensive review quiz of comfort measures, observational techniques and principles of communication
7. Define the term "progressive patient care."	1. Students report on the following progressive care units: a. intensive care b. intermediate care c. self care d. long term care e. home care	Price, The Art, Science and Spirit of Nursing, page 548	Pop test defining 5 terms related to progressive patient care

UNIT: V -- MEDICAL SURGICAL NURSING I

SUBJECT: Introduction to Medical Surgical Nursing

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
8. Compare the differences in nursing responsibilities of the mildly ill and the critically ill patient.	1. Students prepare a paper defining the following: a. ambulatory patient b. mildly ill patient c. critically ill patient	Culver, Modern Bedside Nursing, chapters 35-37, page 456	
	2. Students select from hypothetical patient situations prepared by the instructor for discussion from the following: a. what problems these patients might have b. which nursing problems require immediate attention c. which could be delayed.		
9. List measures used in giving supportive care to the dying patient.	1. Visit from minister to discuss your attitude toward death and techniques of patient and family support.	Trainex filmstrip: "Care of the Dying Patient" Resource person - Minister	
10. Design and implement a patient care plan with help of instructor.	1. Students bring to class for discussion a list of factors which influence the planning and carrying out of patient care.	American Hospital Association, Nursing Care Plans	
	2. Class discussion of "What is Good Nursing Care and What Part Does Observation Play in Planning Patient Care?"	A.J.N., Dec. 1961, page 61 "Guide to Better Care" Little & Carnevali, Nursing Care Planning	
	3. Students assigned to selected patients to plan for and give A.M. care.		Give an objective test covering objectives 8 and 9

UNIT V
MEDICAL SURGICAL NURSING I
SUBJECT: FUNDAMENTAL PROCESS OF DISEASE

OBJECTIVES: The student will be able to:

1. List and define 7 causes of disease.
2. Define the term "predisposing factor." Tell the relationship of predisposing factors to illness.
3. Explain what is meant by body defense mechanism. Give 5 examples.
4. Identify the signs of inflammation.
5. Compare active immunity with passive immunity. Give an example of each.

UNIT: V -- MEDICAL SURGICAL NURSING I

SUBJECT: Fundamental Process of Disease

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. List and define 7 causes of disease.	1. Students prepare and bring to class 5 leading causes of disease in their community for discussion.	Public Health Department Culver, page 307	
2. Define the term "pre-disposing factor." Tell the relationship of pre-disposing factors to illness.	1. Read patient's chart to find pre-disposing factors to his illness and have the student report on her findings.	Shafer, et al, Medical-Surgical Nursing, page 52	
3. Explain what is meant by body defense mechanism. Give 5 examples.	1. Discussion and review of defense mechanism.	Film: "How Our Bodies Fight Disease"	
4. Identify the signs of inflammation.	1. Observation and discussion of a patient with an inflammation.	Ferris, Bacteriology for the Practical Nurse, Topic 15 through 18	
5. Compare active immunity with passive immunity. Give an example of each.	1. Prepare a poster illustrating different kinds of immunity and examples of each.		Written test to include: pre-disposing factors, body defense, and comfort measures in inflammation, causes of disease.

UNIT V
MEDICAL SURGICAL NURSING I
SUBJECT: DIAGNOSIS OF ILLNESS

OBJECTIVES: The student will be able to:

1. List 3 reasons for diagnostic tests. Describe the responsibility of the practical nurse in patient diagnosis.
2. Name 4 routine laboratory tests and give the normal findings of each. Describe why these tests are considered routine.
3. Collect routine urine and stool specimens. Complete requisitions for these specimens.
4. Describe 6 diagnostic tests not considered routine. Choose one of these tests and tell the nurse's responsibility in preparing the patient.

UNIT: V -- MEDICAL SURGICAL NURSING I

SUBJECT: Diagnosis of Illness

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:	1. Introductory lecture.	Culver, page 323	
1. List 3 reasons for diagnostic tests. Describe the responsibility of the practical nurse in diagnostic studies.	2. Students discuss each of the following responsibilities of the practical nurse in relation to diagnostic studies. a. understanding of testing procedure b. explanation of the procedure to the patient c. preparation of the patient for the test d. obtaining necessary equipment e. assisting the physician or technician as necessary f. labeling the specimen and delivery to proper department g. knowledge of normal values of diagnostic tests.	Pamphlet: "Information at a Glance" Seador, Aids to Diagnosis, page 293 Garb, Laboratory Tests in Common Use Sutton, Workbook for Practical Nurses, page 135	Oral quiz to follow discussion.
	3. Orientation to hospital laboratory by visiting each department.	Hospital Lab Manual	
2. Name 4 routine lab tests. Tell how to obtain and give normal values of each.	1. Students bring to class 4 reasons for each of the following tests: a. urinalysis b. complete blood count c. stool specimen d. blood sugar	French, Nurses Guide to Diagnostic Procedures	Pop quiz
3. Collect routine urine and stool specimen. Complete requisitions for each specimen.	1. Students will fill out requisitions for and collect the following: a. urine for routine analysis b. stool specimen	A.J.N., June 1964, page 87, "Urinalysis" Keane, Essentials of Nursing, Chapter 4, page 39	Have students write a paper describing how to collect stool and urine specimen. Hand out requisition forms and have students fill them out.
4. Describe 6 diagnostic tests not considered routine. Choose one of these tests and tell the nurse's responsibility in preparing the patient.	1. Students make oral reports on the following: a. EKG b. chest x-ray c. I_{131} uptake d. G.I. series e. gallbladder series f. barium enema	A.J.N., July 1964, page 123, "The Nurse on the Radiological Team"	Written objective test to include diagnostic tests.

UNIT V
MEDICAL SURGICAL NURSING I
SUBJECT: COMMON SIGNS AND SYMPTOMS

OBJECTIVES: The student will be able to:

1. Describe what is meant by illness, disease, signs, symptoms, and therapy.
2. List 5 methods of treatment. Give the purposes of each.
3. List 8 common symptoms and observations made for each.
4. Explain how diet might be used to control symptoms.
5. Explain how drugs might be used to control symptoms.
6. Explain how nursing measures and treatments might be used to control symptoms.

UNIT: V - MEDICAL SURGICAL NURSING I

SUBJECT: Diagnosis of Illness

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Describe what is meant by illness, disease, signs, symptoms, and therapy.	1. Bring to class the definition of illness, signs, symptoms, and therapy for discussion.	Hanson, Pocket Encyclopedia Guide for Nursing Dorland's Medical Dictionary	
2. List 5 methods of treatment. Give the purpose of each.	1. Students make oral reports on meaning and purpose of diet therapy, drug therapy, surgery, and physical therapy.	Smith & Gip, Care of the Adult Patient, page 127	Pop quiz listing and defining methods of treatment
3. List 8 common symptoms and observations made for each.	1. Give the student a study guide listing 8 common symptoms. Have her define and fill in observations made for each.	Mason, Basic Medical-Surgical Nursing, page 27 Thompson & Murphy, Textbook of Basic Nursing, page 409	
4. Explain how diet might be used to control symptoms.	1. Student makes poster for diet in fevers. 2. Prepare a days menu for the patient with constipation and explain how it varies from that of a patient with diarrhea. 3. Discuss how dietary restrictions might affect fluid balance.	Payton, Practical Nutrition, page 186-187 Life Science Library, Food and Nutrition Barber, Cooper, Mitchell, Rynberger, Greene, Nutrition in Health and Disease, page 324 Shafer, et al, page 114 National Livestock and Meat Board, Food and Nutrition News, February 1966, "Water" pamphlet	Poster Written test to include symptoms and diet

UNIT: V - MEDICAL SURGICAL NURSING I

SUBJECT: Common Signs and Symptoms

	STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
5.	Explain how drugs might be used to control symptoms.	1. Discuss drug terminology, sources and standards. 2. Have students bring to class for discussion a list of analgesic drugs and antipyretic drugs their patients are receiving. 3. Written report from sources other than text on 4 anti-emetic drugs and anti-diarrheic drugs. 4. Give 1 example of a cathartic drug from each of the following groups: a. saline b. bulk c. irritant d. detergent e. emollient	Facts and Comparisons Life Science Library, Drugs Physician's Desk Reference Garb, Crim, Thomas, Pharmacology & Patient Care, page 503 A.J.N., December 1964, page 60, "Aspirin" Filmstrip: Bowel Management Series, "General Practice", Hoechst Pharmaceutical Company Booklet: Geigy Pharmaceutical, "Bowel Evacuation"	
6.	Explain how nursing measures and treatments might be used to control symptoms.	1. Write nursing measures (including safety factors and observations) for a patient with one of the following and present in class: a. anorexia b. pain c. pyrexia d. urinary retention e. respiratory difficulty f. convulsions g. constipation h. diarrhea i. nausea and vomiting j. electrolyte imbalance k. incontinence	Today's Health, October 1969, "Pain, Your Body's Early Warning System," page 29 A.J.N., 1970, page 2143, "You Have Pain? I Think This Will Help" Kozier & DuGas, Chapters 22-28 Shafer, et al, Chapters 7-8 Fiele, Edge, Technical Nursing of the Adult, Chapter 17-19	Grade plan according to measures included Matching quiz on anti-pyretics, anti-emetics, anti-diarrheics and cathartics

UNIT: V -- MEDICAL SURGICAL NURSING I

SUBJECT: Common Signs and Symptoms

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	2. Discussion, demonstration and practice of: a. intake and output record b. gavage feeding c. weighing patients d. methods of oxygen administration e. alcohol sponge f. ice bag g. insertion of rectal suppository h. retention and special enemas i. catheterization j. assisting with I.V. therapy	Metheny & Snively, Handbook of Fluid Balance Brooks, Basic Facts of Body Water and Ions Booklet: "The Fundamentals of Body Water and Electrolytes," Baxter Lab., Inc. A.J.N., January 1958, "In The Balance," page 55; October 1965, "Fluids and Electrolytes," page 90 R.N., September 1970, "The Drops of Life: Fluids & Electrolytes," page 35 Film: "Parenteral Fluid Therapy," Baxter Lab., Inc. Hospital Procedure Manual Sutton, Bedside Nursing Techniques McGraw-Hill filmstrip: "Oxygen Tent Administration" Trainex filmstrip: "Nursing Care During Intravenous Therapy, Oxygen Administration, Urinary Care, Catheterization of Male and Female"	Written test: Matching -- include drugs and nursing measures for symptoms

UNIT V
MEDICAL SURGICAL NURSING I
SUBJECT: THE SURGICAL PATIENT

OBJECTIVES: The student will be able to:

1. Identify causes for anxiety in the patient who is to have surgery.
2. Using the hospital procedure manual, plan the preoperative nursing measures for a patient who is scheduled for general surgery.
3. Explain the difference in the effects of a local and general anesthetic. List two examples of each.
4. List the factors involved in carrying out basic nursing procedures in recovery room care, using the hospital manual as a reference.
5. Compose a plan of care including nursing measures for a postoperative patient.
6. Define wound and give examples of 5 types of wounds.
7. Identify the types of healing and the factors which influence the healing process.

UNIT: V – MEDICAL SURGICAL NURSING I

SUBJECT: The Surgical Patient

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Identify 5 causes for anxiety in the patient who is to have surgery.	1. Students discuss their own feelings about having surgery. 2. Students report on article in A.J.N., January 1968.	A.J.N., January 1968, "Does Preoperative Instruction Make a Difference?", page 62. Keane, pages 58-72	
2. Using the Hospital Procedure Manual, plan the preoperative nursing measures for a patient who is scheduled for general surgery.	1. Demonstrate equipment used in preparing the patient. 2. Discuss responsibilities of the L.P.N. in relation to the patient's chart. 3. Demonstrate the "skin prep." 4. Students report on drugs used pre-operatively. Include: a. analgesics b. narcotics c. drying agents	Hoffman & Lipkin, Practical Nursing Workbook, pages 193-198 Trainex: filmstrip, "Preoperative and Postoperative Care" Squires, Basic Pharmacology for Nurses, page 19, 216-217	Using a teacher prepared patient history, prepare a preoperative guide to include emotional aspects and nursing measures without using a reference.
3. Explain the difference in the effects of a local and general anesthetic. List two examples of each.	1. Lecture and discussion	Nurse - anesthetist	
4. List the factors involved in carrying out basic nursing measures in recovery room care using the Hospital Manual as a reference.	1. Discuss how the equipment in recovery room differs from that in the patient unit. 2. Students illustrate observations made on patient in recovery room. 3. Demonstrate ways to maintain an open airway. 4. Students assigned to give basic care to patients in recovery room.	Hospital Procedure Manual	Continue guide to include anesthetics and recovery room care.

UNIT: V -- MEDICAL SURGICAL NURSING I

SUBJECT: The Surgical Patient

	STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
5.	Compose a plan of care including nursing measures for a postoperative patient.	1. Student uses text to describe postoperative complications. She selects one and tells what observations she would expect to find. 2. Students prepare a poster comparing the normal diet with the surgical diet. 3. Demonstrate insertion of rectal tube.	Trainex: filmstrip, "Sterile Technique & Dressing Change"	Poster
6.	Define wound and give examples of 5 types of wounds.	1. Demonstration and practice of dressing change. 2. Instructor leads discussion on classification of wounds.		
7.	Identify the types of healing and the factors which influence the healing process.	1. Discuss 8 factors regarding wound healing. Include antibiotics and nutritional status.	Kozier & DuGas, pages 224-240	Complete guide to include postoperative nursing measures.

UNIT V
MEDICAL SURGICAL NURSING I
SUBJECT: CARE OF THE AGED

OBJECTIVES: The student will be able to:

1. Define 5 of 6 terms related to geriatrics.
2. List 5 reasons the general attitude toward aging is negative. Tell how these attitudes might be overcome.
3. List 10 physical changes which occur with age. Tell how these changes influence the needs of the aged.
4. The basic needs of the aged are the same as those of other age groups. Describe the emotional effect on the aged when these needs are not met.
5. Describe the facilities and services of care available to the aged. State briefly their purpose.
6. Compare the nutritional needs of the aged with those of a young adult.
7. Describe 5 causes of accidents involving the elderly. Tell how these accidents might be prevented.

UNIT: V - MEDICAL SURGICAL NURSING I

SUBJECT: Care of the Aged

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Define 5 or 6 terms related to geriatrics.	1. Students prepare and bring to class a list of geriatric related terms for discussion.	Nursing Clinics of North America, "Chronic Disease and Rehabilitation," September 1966, page 353	
2. List 5 reasons the general attitude toward aging is negative. Tell how these attitudes might be overcome.	1. Discuss general attitudes toward aging and the aged. 2. Discuss fear of advancing age. Include: a. fear of uselessness b. fear of dependency c. fear of loss of love d. fear of death	T.N. Rudd, The Nursing of the Elderly Sick Newton and Anderson, Geriatric Nursing	Discussion test to include objectives 1 and 2
3. List 10 physical changes which occur with age. Tell how these changes influence the needs of the aged.	1. Students assigned two minute oral reports. Include the following changes due to aging and their effect on the individual: a. Vision b. hearing c. smell d. taste e. motor skills f. digestive system g. respiratory system h. circulatory system i. urinary system j. skin k. mental changes 2. Discuss the basic goals of care for the aged. Bring out aims for medical care.	A.J.N., 1961, November, "Outstanding Characteristics of Older Patients," page 80 O'Brien, The Care of the Aged, A Guide for the Licensed Practical Nurse	Class presentations
4. The basic needs of the aged are the same as those of other groups. Describe the emotional effects on the aged when these needs are not met.	1. Discuss mental hygiene in the elderly as essentially the same as with any age. 2. Discuss personality changes which may occur in the aged. Include: a. pessimism b. loss of adaptibility c. mental confusion		

UNIT: V – MEDICAL SURGICAL NURSING I

SUBJECT: Care of the Aged

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	3. Compare principles of health and hygiene of the aged with the young adult, showing areas of special needs of the aged. 4. Care of aged patient in clinical area.		
5. Describe the facilities and services of care available to the aged. State briefly their purpose.	1. Panel discussion of housing for the aged. Each student assigned to one of the following: (come prepared with pro-con ideas) a. hotels for the aged b. public housing c. retirement village d. nursing homes e. extended care facilities f. convalescent centers 2. All students bring to class a list of geriatric housing facilities in their community. 3. Tour a well-rounded geriatric care center.		
6. Compare the nutritional needs of the aged with those of a young adult.	1. Discuss importance of good nutrition in the aged and ways their nutrition might be maintained. 2. Make a list of factors that may contribute to poor nutritional intake and give a solution to overcome these problems. 3. Students make poster demonstrating how a regular diet can be adapted for the elderly.	Peyton, Chapter 15	Student prepared teaching sheet to illustrate dietary needs for an aged person
7. Describe 5 causes of accidents involving the elderly. Tell how these accidents occur.	1. Students bring to class for discussion a list of causes of accidents involving the elderly and ways of preventing the accidents.	A.J.N., 1965, page 86, "Why Old People Fall"	Written objective test to cover objectives 3, 4, 5 and 7

UNIT V
MEDICAL SURGICAL NURSING I
SUBJECT: REHABILITATION AND CHRONIC ILLNESS

OBJECTIVES: The student will be able to:

1. Define the term rehabilitation and explain the aim of rehabilitation.
2. Explain the value of teamwork in rehabilitation. Identify members who make up this team.
3. Describe the types of agencies that offer rehabilitative care. Give examples of these in your community.
4. Explain why emotional adjustment to a handicap can help in rehabilitation.
5. List 3 complications commonly occurring in patients with chronic illness. Describe measures used to prevent these complications.
6. Identify 6 activities of daily living. Tell the ways you might help the patient accomplish each of these.
7. Name 3 aids to ambulation. Demonstrate the use of each of these aids.
8. Compare rehabilitation for the chronically ill with the acutely ill.

UNIT: V – MEDICAL – SURGICAL NURSING I

SUBJECT: Rehabilitation and Chronic Illness

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to: 1. Define the term rehabilitation and explain the aim of rehabilitation.	1. Discuss rehabilitation and describe the aim of rehabilitation. 2. Discuss primitive ways of dealing with disability versus today's aim.	Fielo & Edge, Technical Nursing of the Adult, page 396 Terry, et al, Principles & Techniques of Rehabilitation Nursing Morrissey, Rehabilitation Nursing Price, page 502 The Nursing Clinics of North America, September 1966, page 355	Given a patient situation, the student is to write a goal for rehabilitation for this patient.
2. Explain the value of teamwork in rehabilitation. Identify members who make up this team.	1. Discuss 5 members of the rehabilitative team and give their responsibilities as members of this team.	Rapier, et al, Practical Nursing, page 393	
3. Describe the types of agencies that offer rehabilitative care. Give examples of these in your community.	1. Have students give oral reports on 4 community agencies involved with rehabilitation. Visit one of these agencies.	Brunner, et al., Textbook of Medical Surgical Nursing, page 158	Oral reports
4. Explain why emotional adjustment to a handicap can help in rehabilitation.	1. Discuss emotional significance in rehabilitation and list 4 factors which will play a part in the emotional adjustment to a disability.	Nursing Outlook, February 1970, page 52, "The Last Word"	Class participation Written objective test to include all phases of rehabilitation

UNIT: V – MEDICAL – SURGICAL NURSING I

SUBJECT: Rehabilitation and Chronic Illness

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
5. List 3 complications commonly occurring in patients with chronic illness. Describe measures used to prevent these complications.	1. From available reference books, bring to class a list of 10 chronic illnesses and common complications occurring in chronic illness. 2. List 4 ways each of the following complications could be prevented: a. muscle atrophy b. contractures c. decubitus ulcers d. bladder and bowel problems 3. Demonstration and practice of range of motion exercises, positioning, use of patient lifters.	Hirschberg, Lewis & Thomas, Rehabilitation: A Manual for the Care of the Disabled and Elderly Price, page 476 Matheney, et al, Patient-Centered Nursing (Fundamentals of), page 311 Rehabilitation Publications: 701, "Bed Positioning Procedures"; 703, "Range of Motion Exercise"; 714, "Care of Patients with Bowel and Bladder Problems"; 711, "Nursing Care of the Skin" A.J.N., April 1970, Rehabilitation, Part 1, page 24; Rehabilitation, Part 11, May 1970, page 37 Trainex: Filmstrips – "Personal Care in Long-Term Illness"; "Bladder and Bowel Training"; "Range of Joint Motion"; "Positioning to Prevent Contractures"; "Use of Patient Lifters" Lippincott: Transparencies – "Range of Joint Motion"	Give a list of complications and have students give preventive measures for each

UNIT: V – MEDICAL – SURGICAL NURSING I

SUBJECT: Rehabilitation and Chronic Illness

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
6. Identify 6 activities of daily living. Tell the way you might help the patient accomplish one of these.	1. Have students demonstrate, in the classroom, teaching a handicapped person the following activities of daily living: a. bathing b. eating activities c. transfer from bed to wheelchair and back d. dressing activities e. bed activities f. attending to toilet needs	Lawton, Activities of Daily Living for Physical Rehabilitation Rehabilitation Publication: 705, "Assistive Devices for the Handicapped" Trainex: Filmstrip – "Transfer Activities and Ambulation" The Nursing Clinics of North America, September 1966, page 483	Demonstration and presentation
7. Name 3 aids to ambulation. Demonstrate the use of one of these aids.	1. Bring to class a list of commonly used ambulation aids. 2. Discuss the nurse's responsibility in care of patients using: a. crutches b. braces c. canes d. prothesis 3. Demonstrate and practice crutch walking.	Rehabilitation Publications: 719, "Braces: A Primer for Nurses"; 707, "Ambulation: A Manual for Nurses" Guest speaker, physical therapist The Journal of Practical Nursing, May 1970, page 27, "The L.P.N. on the Physical Therapy Team"	Class participation
8. Compare rehabilitation for the chronically ill with the acutely ill.	1. Observe in the Physical Therapy Department and follow assigned patients who may go for physical therapy treatments.		Write a paper telling how the rehabilitation for a selected chronically ill patient might differ from a selected acutely ill patient.

UNIT VI
MEDICAL SURGICAL NURSING 11

(78 Hours)

SUBJECTS:

1. Nursing the Patient with Allergic Disorders – 6 Hours
2. Nursing the Patient with Cancer – 10 Hours
3. Nursing the Patient with Gynecological Disorders – 14 Hours
4. Nursing the Patient with Respiratory Disorders – 14 Hours
5. Nursing the Patient with Circulatory Disorders – 20 Hours
6. Nursing the Patient with Endocrine Disorders – 14 Hours

UNIT OBJECTIVE:

The student will be able to plan nursing care safely and effectively, apply scientific principles, and observe patient response in guided learning situations.

CONTRIBUTORY OBJECTIVES: The student will be able to:

1. Describe nursing care for 5 allergic reactions. Explain 3 methods of treatment to control allergic reaction.
2. State and explain 3 forms of therapy used in cancer. Identify 3 nursing needs of patients receiving each of the modes of therapy.
3. Describe 4 special nursing needs of the cancer patients and explain how these needs might be met.
4. Design a plan of care for a patient having a hysterectomy.
5. Describe 3 main causes of upper respiratory problems. Design a plan of care for a patient with upper respiratory disease.

6. Describe 3 main causes of lower respiratory problems. Design a plan of care for a patient with lower respiratory disease.

7. List 4 goals for the care of the cardiac patient and explain how you would meet each of the goals.

8. List the responsibilities of the practical nurse in caring for the patient who has experienced a stroke.

9. List 10 symptoms occurring due to abnormal production of blood cells. Explain how each of these would influence care of a patient.

10. Describe the nursing measures involved in the care of the thyroidectomy patient.

11. Design a plan of care for the patient with diabetes mellitus.

UNIT VI
MEDICAL SURGICAL NURSING 11
SUBJECT: NURSING THE PATIENT WITH ALLERGIC DISORDERS

OBJECTIVES: The student will be able to:

1. Define allergy and describe the body's reaction to an allergen.
2. Identify 3 classifications of allergens. List 5 examples of each.
3. List 3 diagnostic procedures for allergy and describe their use.
4. Describe nursing care for 5 allergic reactions. Explain 3 methods of treatment to control allergic reaction.

UNIT: VI – MEDICAL SURGICAL NURSING II

SUBJECT: Nursing in Allergic Conditions

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Define allergy and describe the body's reaction to an allergen.	1. Teacher lecture on antigen and antibodies. 2. Students bring to class a list of body reactions to an allergen.	Harris & Shure, All About Allergy Smith & Gips, Care of the Adult Patient, Chapter 10	Pop quiz – antigen-antibody reaction
2. Identify 3 classifications of allergens. List 5 examples of each.	1. Students make a poster of allergens. 2. Discuss how these allergens enter the body and classify as: a. inhalants b. congestants c. contact d. injection e. seasonal 3. Clinical assignment: patients with allergic reactions.	Johnston, Total Patient Care, Chapter 21 Mason, Basic Medical-Surgical Nursing, Chapter 8, p. 96 Samuel M. Feinberg, M.D., Living with Your Allergy Allergy Foundation of America, Allergy - Its Mysterious Causes and Modern Treatment	Matching type test
3. List 3 diagnostic procedures for allergy and describe their use.	1. Discuss the how and why of the following diagnostic studies in allergies: a. skin tests b. elimination diets c. examination of sputum, nasal secretions, and blood.	A.J.N., April 1964, p. 117, "Headache and Allergy;" Jan. 1958, p. 82, "Rouges and Rashes;" August 1960, p. 1110, "Serious Allergic Reactions to Insect Stings"	Class participation
4. Describe nursing care for 5 allergic reactions. Explain 3 methods of treatment used to control allergic reactions.	1. Students give oral reports on nursing care of the following: a. hay fever b. asthma c. urticaria d. dermatitis e. serum sickness f. anaphylactic shock	Today's Health, Feb. 1967, p. 30, "Are You Allergic to Clothes?"	Oral presentations

UNIT: VI - MEDICAL SURGICAL NURSING II

SUBJECT: Nursing in Allergic Conditions

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	2. Discuss: a. therapeutic baths and their relation to comfort of the patient. b. desensitization c. diets 3. Students answer questions in Hoffman & Lipkin, Practical Nursing Workbook, p. 251, chapter 40. 4. Students bring to class a list of antihistamine drugs (their patients are receiving) for discussion.	Filmstrip: Trainex Corp., "Anaphylactic Shock" R.N., April 1971, p. 49, "Those Deadly Insects" Peyton, Practical Nutrition, p. 27 Squires, Pharmacology for Nurses, p. 140 Filmstrip: Trainex, "Antihistamine Drugs"	Written objective test

UNIT VI
MEDICAL SURGICAL NURSING 11
SUBJECT: NURSING THE PATIENT WITH CANCER

OBJECTIVES: The student will be able to:

1. List 4 reasons why the patient with cancer has emotional problems.
2. Define neoplasm and compare the characteristics of benign and malignant tumors. Tell the 5 ways in which cancer spreads through the body.
3. Illustrate the 7 danger signals of cancer.
4. Tell three ways in which the diagnosis of cancer is made.
5. State and explain 3 forms of therapy used in cancer. Identify 3 nursing needs of patients receiving each of the modes of therapy.
6. Describe 4 special nursing needs of the cancer patients and explain how these needs might be met.

UNIT: VI MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Cancer

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. List four reasons why the patient with cancer has emotional problems.	1. Class discussion of different patients, family or others that have cancer. (What is their reaction?) (What is your attitude toward cancer?) 2. Clinical assignment – patients with cancer.	American Cancer Society, Inc. publications: A Cancer Source Book for Nurses, Essentials of Cancer Nursing, A Cancer Guide for Practical Nurses Bouchard, Nursing Care of the Cancer Patient AJN, April 1969, p. 744, "Talking with Persons Who Have Cancer;" February 1967, p. 278, "The Crisis in Cancer;" August 1969, p. 1677, "Cancer the Emotional Component"	
2. Define neoplasm and compare the characteristics of benign and malignant tumors. Tell five ways in which cancer spreads through the body.	1. Discuss the difference in normal and neoplastic cell. 2. Make a poster of how malignant cells spread to other parts of the body. 3. Label diagram showing the most frequent sites of malignant neoplasm in Practical Nursing Workbook, p. 201, Hoffman & Lipkin.	Keane, Essentials of Nursing, Chapter 9 Culver, Modern Bedside Nursing, Chapter 42 Johnson, Total Patient Care, Chapter 6	Poster Write a paragraph to include the difference in benign and malignant tumors and how metastasis occurs.
3. Illustrate the 7 danger signals of cancer.	1. Discuss how cancer is capable of producing a variety of symptoms and why it is necessary for early medical advice. 2. Have 5 minute buzz session on predisposing causes of cancer and have each group report their findings.	AJN, April 1966, p. 749, "Cancer: 100 Different Diseases" Film: American Cancer Society, Inc., Man Alive	Prepare a teaching sheet that might be used to teach danger signals.

UNIT: VI MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Cancer

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
4. Tell 3 ways the diagnosis of cancer is made.	1. Discussion of what the physician will observe in physical examination. 2. Discuss how biopsy specimen and Papanicolaou smear are obtained and cared for.		Class participation Oral quiz
5. State and explain 3 forms of therapy used in cancer. Identify 3 nursing needs of patients receiving each of the modes of therapy.	1. Bring newspaper or magazine articles with new information concerning scientific findings for treatment and discuss how they relate to textbook methods of treatment. 2. Discuss: surgical therapy, radiation therapy, and chemotherapy, and give related nursing needs. 3. Discussion: symptoms a patient may have following drug therapy. 4. Fill in Chapter 29 in Practical Nursing Workbook, Hoffman & Lipkin.	RN, March 1971, p. 42, Part 1 and 2, "Radiation Therapy" Price, The Art, Spirit and Science of Nursing, Ch. 41 Garb, et al, Pharmacology and Patient Care, Ch. 66	
6. Describe 4 special nursing needs of the cancer patient and explain how these needs might be met.	1. Students make oral reports on the following nursing needs: a. observation for complications b. nutritional problems c. control of pain d. skin care e. control of odor		Written test to include objectives 5 and 6

UNIT V!
MEDICAL SURGICAL NURSING 11
SUBJECT: NURSING THE PATIENT WITH GYNECOLOGICAL DISORDERS

OBJECTIVES: The student will be able to:

1. Describe how attitudes influence the woman's acceptance of gynecologic disorders.
2. Define 3 disorders of menstruation and state 3 reasons for each.
3. Describe 3 infections of the genital tract, give nursing measures which would prevent their spread.
4. Design a plan of care for a patient having a hysterectomy.
5. Describe the care of the patient having breast surgery.

UNIT: VI -- MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Gynecological Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Describe how attitudes influence the woman's acceptance of gynecological disorders.	1. Students discuss their attitudes toward puberty, personal hygiene, and menopause. 2. Pre-test on anatomy and physiology. 3. Student reports on selected articles.	Gray, The Normal Woman Booklet: S.E. Massengill Co., "To Douche or Not to Douche" Today's Health, Dec. 1965, "Speaking of Feminine Hygiene," p. 22 Today's Health, May 1970, "Menopause - Something to Look Forward To?" p. 48 Booklet: Budlong Press Co., "A Doctor Discusses Menopause" Miller & Avery, Gynecology & Gynecologic Nursing	Give 5 examples of old wives tales related to menstruation and menopause. Have the student respond to each with resources to substantiate her response.
2. Define 3 disorders of menstruation and state reasons for each.	1. Discuss the following menstrual disorders: a. amenorrhea b. dysmenorrhea c. menorrhagia e. metrorrhagia 2. Clinical demonstration assisting with a gynecologic examination. 3. Discuss nursing measures for the patient having a D & C. 4. Clinical assignment to selected patients. 5. Discuss the use of drugs in relation to menstrual disorders.	AJN, Sept. 1962, p. 94, "When Menstruation is Painful" Film: American Cancer Society, "Routine Pelvic Examination" AJN, Nov. 1964, p. 104, "Benign Ovarian Tumors" Keane, Essentials of Nursing, pp. 370-385 Today's Health, July 1964, p. 18, "D & C: Most Common Operation on Women" Hospital Procedure Manual	Pop test - spelling and defining menstrual disorders. List a causative factor for each.

UNIT: VI - - MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Gynecologic Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
3. Describe 3 infections of the genital tract. Give nursing measures which would prevent their spread.	1. Visit local Department of Public Health for discussion of venereal diseases with the venereal diseases investigator. 2. Student reports on vaginitis, cervicitis. 3. Demonstration and discussion of vaginal irrigation, vaginal suppositories and vaginal creams.	Department of Public Health R.N., March 1970, p. 38, "V.D.: The Unconquered Menace" Today's Health, April 1971, p. 16, "V.D.: The Clock is Ticking" AJN, April 1971, p. 713, "Venereal Disease" Catterall, Venereology for Nurses Public Health Service, publication No. 1660, Syphillis Anderson, Basic Nursing Techniques	Objective type test to include venereal and non-venereal infections, their causes, effects and treatment.
4. Design a plan of care for a patient having hysterectomy.	1. Students review charts of patients having hysterectomies and bring to class reasons why they were done. 2. Students read for class discussion a selected article related to hysterectomy and perineorrhaphy. 3. Demonstration: a perineal care and light. 4. Clinical assignment: students follow a patient through the preoperative, operative, and postoperative care related to a hysterectomy. 5. Clinical conference: comparison of a patient having a vaginal hysterectomy versus one having an abdominal hysterectomy.	AJN, October 1964, p. 120, "Before and After Hysterectomy" AJN, February 1964, p. 73, "Before and After Vaginal Surgery" Netter, Ciba Collection of Medical Illustrations on Reproductive System Film: American Cancer Society, "Time and Two Women" Bedside Nurse, Jan. & Feb. 1971, pp. 11 and 9, "Care for the Patient with Cancer of the Cervix"	Give selected questions to answer concerning preoperative and postoperative nursing measures for a hysterectomy patient.

UNIT: VI -- MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Gynecologic Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
5. Describe the care of a patient having breast surgery.	1. Draw a breast and label the following parts: a. nipple b. areola c. glands d. ampulla e. ducts 2. List signs of breast disorders and discuss conditions in which these occur. 3. Planned clinical conference: a patient with radical mastectomy.	Film: American Cancer Society, "Breast Self-Examination" Pamphlet: American Cancer Society, "After Mastectomy" Bedside Nurse, Feb. and March 1970, pp. 21 and 19, "Caring for the Patient with Cancer of the Breast" Films: American Cancer Society, "After Mastectomy," "Early Diagnosis and Management of Breast Cancer" Hoffman & Lipkin, Practical Nursing Workbook, Ch. 36, p. 223 Keane, Sanders Review for Practical Nurses, Unit 12, Ch. 10, p. 26 Booklet: Identical Form, Inc., "The Total Cure of Your Mastectomy"	Students write a paragraph describing rehabilitation following breast surgery.

UNIT VI
MEDICAL SURGICAL NURSING 11
SUBJECT: NURSING THE PATIENT WITH RESPIRATORY DISORDERS

OBJECTIVES: The student will be able to:

1. Explain the important factors upon which normal respiration depends.
2. Identify respiratory symptoms and explain nursing care for these symptoms.
3. Name and tell how to prepare a patient for 4 diagnostic procedures related to the respiratory system.
4. Describe 3 main causes of upper respiratory problems. Design a plan of care for a patient with upper respiratory disease.
5. Describe 3 main causes of lower respiratory problems. Design a plan of care for a patient with lower respiratory disease.
6. Set up an isolation unit for a patient with tuberculosis.

UNIT: VI – MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Respiratory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Explain the important factors upon which normal respiration depends.	1. Write a paragraph tracing the route of O_2 from the nose to a tissue cell. 2. Discuss the following factors and how they relate to normal respiration. a. a supply of O_2 in the air b. an open airway c. sufficient and healthy lung tissue d. nervous and chemical control e. an intact rib cage and diaphragm f. sufficient hemoglobin in an ample volume of blood g. a healthy heart to pump blood through an intact circulatory system	Dienhart, Basic Human Anatomy and Physiology, Ch. 6 Fielo & Edge, Technical Nursing of the Adult, Ch. 8	Pop quiz
2. Identify respiratory symptoms and explain nursing care of these symptoms.	1. Bring in a list of respiratory symptoms. Discuss observations and nursing measures for the following: a. coughing b. increased secretions c. chest pain d. cyanosis e. hemoptysis 2. Review principles of O_2 therapy and oral suction.	AJN publications: October 1962, p. 64, "Respiratory Difficulty: Causes and Care;" November 1966, p. 2474, "Management of Tracheobronchial Secretions" Johnston, Total Patient Care, Ch. 10 Keane, Essentials of Nursing, Ch. 13, p. 268	Class participation

UNIT: VI -- MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Respiratory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
3. Name and tell how to prepare a patient for 4 diagnostic procedures related to the respiratory system.	1. Oral reports including preparations of patient and purpose for the following: a. chest x-ray b. bronchoscophy c. bronchogram d. thoracentesis 2. Pulmonary function tests, sputum examination, nose and throat cultures.	Cardiovascular Nursing, May-June 1970, Local American Heart Association, "Respiratory Problems and the Nurses Changing Responsibilities" Sutton, Bedside Nursing Techniques, Ch. 13 Fielo & Edge, Technical Nursing of the Adult, Ch. 29	Oral presentation
4. Describe 3 main causes of upper respiratory problems. Design a plan of care for a patient with upper respiratory disease.	1. Give students a list of upper respiratory diseases and have them classify according to the following causes: a. infections b. obstructions c. tumors d. trauma	Culver, Modern Bedside Nursing, Ch. 45	
	2. Give oral reports including symptoms, treatment and nursing care of the following: a. the common cold b. influenza c. sinusitis d. epistaxis e. nasal obstruction f. pharyngitis g. tonsillitis h. laryngitis i. cancer of larynx	AJN publications: December 1963, p. 70, "The Common Cold Syndrome;" April 1968, p. 780, "Laryngectomy;" January 1961, p. 87, "Rehabilitation after Laryngectomy" Saunders, et al, Nursing Care in Eye, Ear, Nose and Throat Disorders, Chapters 19, 21, 23 & 24	Oral presentation Written test

UNIT: VI -- MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Respiratory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	3. Class discussion of handling of infectious upper respiratory secretions.		
	4. Make a poster on prevention of the common cold.		Poster
	5. Review diet in fevers of short duration.	Peyton, Practical Nutrition, Ch. 21	
	6. Discussion and demonstration of: a. instillation of nose drops b. steam inhalation c. tracheotomy care	Today's Health, December 1964, p. 24, "The Hidden Menace in Nose Drops" Hospital procedure manual	
	7. Clinical assignment of patient with upper respiratory problems.	Sutton, Bedside Nursing Techniques, Ch. 13	
	8. Discussion of care of the patient after nasal surgery and T & A.	Filmstrip: Trainex, "Tracheotomy Care"	
	9. Planned clinical conference: Care of a patient with a tracheotomy.	Saunders, et al, Nursing Care in Eye, Ear, Nose and Throat Disorders, Chapters 17, 20, 26	
5. Describe 3 main causes of lower respiratory problems. Design a plan of care for a patient with lower respiratory disease.	1. Give students a list of lower respiratory diseases and have them classify according to the following: a. infections b. tumors c. obstructions d. trauma	AJN publications: March 1964, p. 96, "Tracheotomy Care;" March 1959, p. 346, "Inflammatory Diseases of the Pleura;" April 1961, p. 64, "Lung Cancer"	Objective test

UNIT: VI -- MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Respiratory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	2. Clinical assignment: patients with lower respiratory problems.	Today's Health, Nov. 1970, p. 50, "Winter's Unvanquished Foe: Pneumonia"	
	3. Student prepares poster illustrating types of pneumonia.	Fielo & Edge, Technical Nursing of the Adult, Ch. 31-32	Poster
	4. Class discussion of nursing measures including: a. diet b. drugs c. preventions of complications	Filmstrip: Trainex, "What is Emphysema?"	Class participation
	5. Two students present oral comparison of emphysema and asthma pointing out cause, symptoms, treatment and nursing measures.	A.J.N., July 1965, p. 75, "The Patient with Emphysema"	
	6. Student completes teacher-made study guide related to surgery of the lung. Guide includes reasons for surgery of lung, preoperative and postoperative nursing measures and complications.	R.N., April 1971, "Helping Your Asthmatic Patient to Breathe"	
		Bedside Nurse, March/April 1969, p. 23, "Rehabilitation of Emphysema and Chronic Bronchitis Patients"	Oral presentation
		Brunner, et al, Textbook of Medical Surgical Nursing, Ch. 23-24	
	7. Demonstrate nursing responsibilities related to the following: a. postural drainage b. thoracentesis c. closed chest drainage	Public Health Publication No. 1337, "Closed Drainage of the Chest: A Programmed Course for Nurses"	Written test
	8. Planned clinical conference involving a patient having surgery of the lung.	Filmstrips: Trainex, "Postural Drainage, Clapping, and Vibration;" "Care of Patient with Water Sealed Drainage"	
		Journal of Practical Nursing, Feb. 1970, p. 24, "Care of the Patient with Chest Surgery"	
		Pamphlets: National Tuberculosis Assn., "Safer Ways in Nursing," "Tuberculosis, Handbook for Public Health Nurses"	

UNIT: VI -- MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Respiratory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
6. Set up an isolation unit for a patient with tuberculosis.	1. Field trip to Public Health Department to learn about the incidence of tuberculosis in their own area, diagnostic tools, methods of treatment and prevention. 2. Demonstration and student return of isolation technique.		Test: Principles of isolation for tuberculosis

UNIT VI
MEDICAL SURGICAL NURSING 11
SUBJECT: NURSING THE PATIENT WITH CIRCULATORY DISORDERS

OBJECTIVES: The student will be able to:

1. Tell how the problems related to the heart's conduction system and cardiac output affect its function.
2. List 4 diagnostic procedures and explain the importance of each.
3. Describe 3 causes of cardiac disease. Tell how the heart is affected by each.
4. List 4 goals for the care of the cardiac patient and explain how you would meet each of the goals.
5. List 4 peripheral vascular diseases. Explain 3 goals related to the care of the patient with peripheral vascular disease.
6. List the responsibilities of the practical nurse in caring for the patient who has experienced a stroke.
7. List 10 symptoms occurring due to abnormal production of blood cells. Explain how each of these would influence care of a patient.

UNIT: VI - MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Circulatory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Tell how problems related to the heart's conduction system and cardiac output affect its function.	1. Students write a paper telling how the healthy heart works as a pump. 2. Students draw a diagram illustrating the heart's conduction system. 3. Discuss how the following symptoms are caused by improper function of the heart: a. dyspnea b. edema c. fatigue d. pain e. irregular pulse	S.C. Heart Association, "A Handbook of Heart Terms" and other pamphlets R.N., Dec. 1968, p. 37, "Pacemaker to the Rescue" Modell, Handbook of Cardiology for Nurses Selzer, The Heart, Its Function in Health and Disease The Nursing Clinics of North America, "Care of the Cardiac Patient," December 1969, Part I Shafer, Medical & Surgical Nursing, Chapters 16, 17, 18, p. 281	Written pre-test
2. List 4 diagnostic procedures and explain the importance of each.	1. Have students report on: a. EKG b. cardiac catheterization c. enzyme blood tests d. angiography 2. Students observe EKG's and cardiac catheterizations, if possible.	Film: S.C. State Board of Health, "Doctor Examines Your Heart" Fielo & Edge, Technical Nursing of the Adult, p. 234 Sutton, Bedside Nursing Techniques, p. 232	Oral quiz
3. Describe 3 causes of cardiac disease. Tell how the heart is affected by each.	1. Students list cardiac diseases that might result from: a. arteriosclerosis b. infections c. hypertension 2. Students discuss predisposing factors involved in development of the above.	Peddie & Brush, Cardio-Vascular Surgery Netter, The Ciba Collection of Medical Illustration, Vol. 5, "The Heart"	Class participation

UNIT: VI – MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Circulatory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
4. List 4 goals for the care of the cardiac patient. Explain how you would meet each of these.	1. Students bring to class goals for the care of the cardiac patient, including the following: a. decrease the O_2 requirement of the heart muscle b. prevention of complications c. encouraging collateral circulation 2. From class discussion of these goals, make a plan of care for the patient who has had a myocardial infarction. 3. Students prepare a day's menu for a low sodium diet. 4. Have students look up 5 cardiac drugs and report their findings in class.	Jeffers, Will My Heart Fail Brunner, Textbook of Medical Surgical Nursing, Ch. 19, p. 359 AJN, November 1964 (Special Supplement) "The Patient With Myocardial Infarction," pp. 1-31; February 1969, "Congestive Heart Failure," p. 278; February 1960, "Sodium Restricted Diets," p. 206; May 1964, "Anticoagulant Therapy," p. 107 Peyton, Practical Nutrition, Ch. 25, p. 217 Filmstrip: Trainex, "Congestive Heart Failure" Film: S.C. Heart Association, "Myocardial Infarction, The Nurses' Role"	Written test to include nursing care, nutrition and drugs
5. List 4 peripheral vascular diseases. Explain 3 goals of the patient with peripheral vascular disease.	1. Students discuss the following goals: a. prevention of tissue injury b. prevention and relief of symptoms c. promotion of effective circulation 2. Students report on selected articles.	McCutcheon, Care of the Patient with Common Medical Surgical Disorders, Ch. 10, p. 492 Smith & Gips, Care of the Adult Patient, Ch. 36, p. 956 Today's Health, August 1970, "Yes, You're a 'Blue Blood'," p. 46	Objective type test to include peripheral vascular diseases

UNIT: VI – MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Circulatory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
6. List the responsibilities of the practical nurse in caring for the patient who has experienced a stroke.	1. Label a diagram of the cerebral cortex according to body functions that might be affected as a result of a stroke. 2. Students bring to class the answers to the following questions: a. What is a stroke? b. Name 3 causes of strokes. c. What are some evidences that a stroke has occurred. 3. Students observe a patient who has had a stroke. Students then write objectives for meeting immediate, intermediate and long-term needs for this patient. Make a plan of care for this patient from written objectives.	American Rehabilitation Foundation, A Handbook of Rehabilitative Nursing Techniques in Hemiplegia McCutcheon, Care of the Patient with Common Medical Surgical Disorders, Ch. 19, p. 959 Booklets: Health Education Service, "Management of the Patient with Hemiplegia;" S.C. Heart Association, "Strike Back at Stroke;" American Rehabilitation Foundation, "Language Problems After a Stroke" Filmstrip: Concept Media, "The Stroke Patient," Nos. 1 & 4 Film: S.C. State Board of Health, "Second Chance" AJN, January 1967, "The Stroke Patient, His Rehabilitation," p. 118	Grade plan of care according to completeness

UNIT: VI – MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Circulatory Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
7. List symptoms occurring due to abnormal production of blood cells. Explain how each of these would influence care of a patient.	1. Review the cellular components of the blood. Describe 2 laboratory procedures used to detect abnormalities. 2. Have students present oral reports on the following: a. pernicious anemia b. sickle cell anemia c. polycythemia d. leukemia e. Hodgkin's disease f. infectious mononucleosis g. hemophilia 3. Clinical assignment: patient with blood disorder. 4. Fill in teacher-made list of symptoms as to cause of symptoms and nursing care related to abnormal production of blood cells. 5. Make poster illustrating foods with high iron content. 6. Bring to class a list of drugs used in anemia for discussion.	Pamphlet: John Hancock Ins. Co., "About Your Blood" Fielo & Edge, Technical Nursing of the Adult, Ch. 27, p. 293 Brunner, Textbook of Medical and Surgical Nursing, Ch. 17, p. 302 Filmstrip: Trainex, "Care of the Patient with Leukemia" Nursing Clinics of North America, Vol. I, No. 1, March 1966, "Rationale of Nursing Care for Patients with Blood Dyscrasias;" Vol. II, No. 4, Dec. 1967, "Leukemia" AJN, June 1962, p. 101, "Understanding the Hemophilias;" April 1963, p. 82, "Acute Leukemia;" Oct. 1963, p. 110, "The Malignant Lymphomas;" April 1960, p. 496, "Blood Dyscrasias;" March 1962, p. 71, "Blood Therapy" Squires, Basic Pharmacology for Nurses, Unit 19, p. 127	Oral reports Poster Written test

UNIT VI
MEDICAL SURGICAL NURSING 11
SUBJECT: NURSING THE PATIENT WITH ENDOCRINE DISORDERS

OBJECTIVES: The student will be able to:

1. Name 3 examples of hormone imbalance. Tell how the body is affected by each of these.
2. List 6 diagnostic procedures done to determine an imbalance of hormones. Name a disease that may be diagnosed by each procedure.
3. Describe the nursing measures involved in the care of the thyroidectomy patient.
4. Design a plan of care for the patient with diabetes mellitus.

UNIT: VI - MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Endocrine Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Name 3 examples of hormone imbalance. Tell how the body is affected by each of these.	1. Students list the endocrine glands and give the hormones produced by each gland. 2. Students present for discussion a comparison of symptoms that result from hyper - hypo secretion of the following glands: a. parathyroid b. pituitary c. adrenal d. thyroid e. pancreas 3. Students present oral reports on hormone replacement therapy. 4. Clinical assignment: Study charts of patients with endocrine disorders.	Garb et al, Pharmacology and Patient Care, Chs. 47-48, p. 346 AJN, May 1963, "Overactive and Underactive Thyroid," p. 66; Nov. 1960, "Oral Agents in the Management of Diabetes Mellitus," p. 1610; Sept. 1960, "Addison's Disease," p. 1249 Sutton, Bedside Nursing Techniques, Ch. 20, p. 364	Student reports Reports
2. List 6 diagnostic procedures done to determine an imbalance of hormones. Name a disease that may be diagnosed by each procedure.	1. Students present 2 minute reports on the following diagnostic tests: a. B.M.R. b. P.B.I. c. T_3 d. I_{131} e. Blood Calcium f. Electrolyte Studies g. Blood Sugar h. Glucose Tolerance i. Serum Cholesterol	AJN, Dec. 1965, "Teaching a Patient to Live with Adrenal Insufficiency," p. 80	

UNIT: VI -- MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Endocrine Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
3. Describe the nursing measures involved in the care of the thyroidectomy patient.	1. List types of thyroidectomies. 2. Students answer questions related to: a. preoperative drug therapy b. emotional responses c. physical peroperative preparation d. postoperative care e. postoperative complications 3. Clinical assignment: patients having thyroidectomies.	McCutcheon, Care of the Patient with Common Medical Surgical Disorders, Ch. 9, p. 440 Shafer, Medical Surgical Nursing, Ch. 26, p. 661	Written test including objectives 2 & 3
4. Design a plan of care for the patient with diabetes mellitus.	1. Students bring to class a list of the needs of the patient with diabetes mellitus. 2. Students prepare the following: a. skit demonstrating "What is Diabetes?" b. poster comparing the normal diet with the diabetic diet. c. demonstration of urine tests d. booklet illustrating skin and foot care e. chart showing types of insulin and peak action f. poster illustrating technique and sites of administration of insulin g. oral report on care of syringe and insulin in the home h. report on long-term complications in diabetes	Fielo & Edge, Technical Nursing of the Adult, Unit VII, p. 342 Today's Health, April 1965, "Taking the Danger Out of Diabetes," p. 56 R.N., Nov. 1970, "Juvenile Diabetes - Helping Linda Live with It," p. 50 Pamphlet: Ames, "Diabetes in the News" Film: S.C. State Board of Health, "Diabetes and You Too" AJN, July 1970, "Testing for Glycosuria," p. 1513; March 1969, "Confusion in the Management of Diabetes," p. 521; June 1968, "First You Take a Grapefruit," p. 1285	Student projects

UNIT: VI – MEDICAL SURGICAL NURSING II

SUBJECT: Nursing the Patient with Endocrine Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	3. All students bring to class a comparison of the symptoms found in hyperglycemia and hypoglycemia. 4. Clinical assignment: the patient with diabetes mellitus.	Booklet: "Diabetes Guide for Nurses" Booklet: E. R. Squibb & Sons, "Don't Be Afraid of Diabetes," Handbook for Diabetics AJN, Nov. 1963, "Diabetic Foot Care," p. 107; Dec. 1964, "Elderly Diabetic Amputees," p. 2646; Nov. 1961, "The Unconscious Diabetic Patient," p. 92; Jan. 1962, "Hypoglycemia," p. 77 Pamphlets from the American Diabetes Association Rosenthal, Diabetic Care in Pictures Peyton, Practical Nutrition, pp. 207-216 Wilder, A Primer for Diabetics Joslin, Diabetic Manual	Written test

UNIT VII
MEDICAL SURGICAL NURSING 111
(98 Hours)

SUBJECTS:

1. Nursing Care of Patients with Disorders of the Urinary System — 14 Hours
2. Nursing Care of Male Patients with Genito-Urinary Problems — 6 Hours
3. Nursing the Patient with Gastro-Intestinal Disorders — 20 Hours
4. Nursing the Patient with Muscular-Skeletal Disorders — 12 Hours
5. Nursing the Patient with Nervous System Disorders — 10 Hours
6. Nursing the Patient with Disorders of the Eye — 8 Hours
7. Nursing the Patient with Disorders of the Ear — 6 Hours
8. Introduction to Mental Illness — 10 Hours
9. Emergency and Disaster Nursing — 12 Hours

UNIT OBJECTIVE:

The student will be able to plan nursing care safely and effectively, apply scientific principles, and observe patient response in guided learning situations.

CONTRIBUTORY OBJECTIVES: The student will be able to:

1. Explain 3 nursing problems involved in urinary system disorders. Tell how these are managed in the care of a patient.
2. Explain why different surgical approaches might be used to remove the prostate gland. Plan nursing care for a patient who has had a prostatectomy.
3. Describe 4 conditions affecting the upper gastro-intestinal system. Design a plan of care for a patient with a peptic ulcer.
4. List 3 causes of lower gastro-intestinal problems. Design a plan of care for a patient with a colostomy.

5. Tell how trauma to muscles and bones interfere with function. Describe 3 ways trauma can be managed.

6. Plan the care of a patient who should be observed for increased intracranial pressure.

7. Describe the nursing measures involved in the care of a patient with spinal injury.

8. Design a plan of care for the patient having eye surgery.

9. Identify 4 stages of emotional growth and development. Tell how they influence normal behavior.

10. Define the role of the L.P.N. in emergency and disaster situations.

UNIT VII
MEDICAL SURGICAL NURSING 111
SUBJECT: NURSING CARE OF PATIENTS WITH DISORDERS OF THE URINARY SYSTEM

OBJECTIVES: The student will be able to:

1. Identify symptoms related to urinary tract disorders.
2. List 6 diagnostic tests and tell how they relate to urinary disorders.
3. Describe 4 main causes of urinary tract disorders. Tell how the urinary tract is affected by each.
4. Explain 3 nursing problems involved in urinary disorders. Tell how these are managed in the care of a patient.

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing Care of the Patient with Disorders of the Urinary System

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Identify symptoms related to urinary tract disorders.	1. Pretest	Sutton, Bedside Nursing Techniques, p. 285	
	2. Students bring to class a list of terms and definitions related to symptoms.	National Kidney Disease Foundation, "Your Kidneys–Master Chemists of the Body"	
		Keane, Essentials of Nursing, p. 323	
		Johnston, p. 264	Pop quiz on terminology
2. List 6 diagnostic tests and tell how they relate to urinary disorders.	1. Students complete workbook assignment.	Sutton, p. 287	
	2. Discussion of tests.	Sutton, p. 256	
	3. Students compare normal and abnormal constituents of urine.		Class participation
3. Describe 4 main causes of urinary tract disorders. Tell how urinary tract is affected by each.	1. Students list urinary tract conditions that result from: a. obstruction b. inflammation c. infection d. neoplasms	USPH Services, No. 1307, "Kidney Diseases;" No. 1410, "Kidney Disease Branch"	
		Smith and Gips, p. 1138, Care of the Adult Patient	
	2. Put on chalkboard list of urinary tract conditions. List symptoms of each.	AJN, July 1963, p. 72, "Urinary Calculi and Nursing Care"	
			Written test

UNIT: VII -- MEDICAL SURGICAL NURSING III

SUBJECT: Nursing Care of the Patient with Disorders of the Urinary System

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
4. Explain 3 nursing problems involved in urinary tract disorders. Tell how these are managed in the care of a patient.	1. Students study charts of patients and list problems related to urinary tract. 2. Discuss these problems as they relate to: a. maintenance of urinary output b. provision for discharge of urine c. loss of kidney function 3. Review: a. intake and output b. daily weight c. urethral catheterization d. care of foley catheter e. skin care f. special mouth care g. low sodium diet 4. Demonstrate and discuss: a. straining urine b. intermittent and constant drainage 5. Student reports on: a. anti-infective drugs b. diuretics c. urinary antiseptics d. bladder sedatives 6. Student reports on selective articles.	AJN, April 1966, p. 790, "Preventing Hospital Acquired Urinary Infection" AJN, August 1965, p. 107, "Drugs for Urologic Disorders" Squires, p. 168 AJN, June 1968, p. 1238, "Nursing Care of Patients Having Kidney Transplants" AJN, July 1966, p. 1572, "The Patient Who Has Peritoneal Dialysis" AJN, July 1966, p. 1775, "Hemodialysis at Home"	Student reports Provide a written patient situation and have the student make a plan of care.

UNIT VII
MEDICAL SURGICAL NURSING III
SUBJECT: NURSING CARE OF MALE PATIENTS WITH GENITO-URINARY PROBLEMS

OBJECTIVES: The student will be able to:

1. Trace the route of sperm from testicles to urethra.
2. Define five abnormal conditions affecting the male reproductive tract.
3. List four symptoms of benign prostatic hypertrophy and explain why they occur.
4. Explain why different surgical approaches might be used to remove the prostate gland. Plan nursing care for a patient who has had a prostatectomy.

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing Care of Male Patients with Reproductive Problems

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Trace the route of sperm from the testicles to the urethra.	1. Review anatomy and physiology of the male reproductive system. Students label diagram of male reproductive tract.	Sutton's Workbook, p. 89 Shafer, et al., p. 489	
2. Define 5 abnormal conditions affecting the male reproductive tract.	1. Students will define and give 2 minute reports on the following: a. urethritis b. prostatitis c. epididymitis d. balanitis e. orchitis f. phimiosis g. hydrocele h. cancer of testicle i. cryptochidism	Sawyer, p. 323, Nursing Patients with Urologic Disease	Matching quiz of definitions
3. List 4 symptoms of benign prostatic hypertrophy and explain why they occur.	1. Students bring to class a list of possible symptoms of prostatic hypertrophy and explain why they occur.	AJN, Aug. 1956, p. 983, "Prostatic Tumors" Today's Health, March 1967, p. 66, "A Man's Disease Every Woman Should Know About"	
4. Explain why different surgical approaches might be used to remove the prostate gland. Plan nursing care for a patient who has had a prostatectomy.	1. Discuss the following surgical approaches used to remove the prostate gland; a. transuretheral b. suprapubic c. perineal d. retropubic 2. Students present nursing care and special observations that would be made for each of the above. 3. Students complete teacher made study guide of nursing measures for a prostatectomy patient.	Fiolo and Edge, Technical Nursing of the Adult, p. 191	Written objective test to include objectives 1, 3, and 4

UNIT VII
MEDICAL SURGICAL NURSING III
SUBJECT: NURSING THE PATIENT WITH GASTRO–INTESTINAL DISORDERS

OBJECTIVES: The student will be able to:

1. Identify 8 symptoms associated with gastro-intestinal disease. Tell how functional symptoms differ from organic symptoms.
2. Explain the purpose of 4 procedures used in the diagnosis of gastro- intestinal disease.
3. Describe 4 conditions affecting the upper gastro-intestinal system. Design a plan of care for a patient with a peptic ulcer.
4. List 3 causes of lower gastro-intestinal problems. Design a plan of care for a patient with a colostomy.
5. State 2 reasons for jaundice. Describe nursing measures for the patient with jaundice.
6. Explain enteric isolation.

UNIT: VII - MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Gastro-Intestinal Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. Identify eight symptoms associated with gastro-intestinal diseases. Tell how functional symptoms differ from organic symptoms.	1. Label diagram of digestive tract in Sutton, Practical Nursing Workbook, p. 222. 2. Students discuss nursing measures for comfort of the patient with G. I. symptoms. 3. Students give examples of how anxiety, fear and tension may cause G.I. symptoms.	Keane, Essentials of Nursing, pp. 291-322 Smith & Gips, Care of the Adult Patient, Unit 5, pp. 665-770 Peyton, Practical Nutrition A.J.N., 1958, "Is It Indigestion," p. 1552	Pre-test
2. Explain the purpose of four procedures used in the diagnosis of gastro- intestinal disease.	1. Role play explaining the following procedures to a patient: a. G.I. series b. Barium enema c. Sigmoidoscopy d. Gastric analysis e. Gastoscopy f. Esophagoscopy	Sutton, Bedside Nursing Techniques, pp. 142-175	Oral quiz
3. Describe four conditions affecting the upper gastro-intestinal system. Design a plan of care for a patient with a peptic ulcer.	1. Students bring to class a list of conditions affecting the mouth, esophagus and stomach for discussion. 2. Student report on gastrostomy care.	A.J.N. Publications, Sept. 1961, "A New Esophagus," p. 69; Feb. 1958, "The Salivary Glands," p; 240 Today's Health, Aug 1969, "Periodontal Disease; Hidden Threat to Grown-Ups Teeth," p. 28 Pamphlets: U.S. Dept. H.E.W., "Pyorrhea and Other Gum Diseases," "Canker Sores and Other Oral Ulcerations"	

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Gastro-Intestinal Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	3. Students prepare and present: a. poster illustrating areas and incidence of peptic ulcer occurrence b. skit, depicting classic symptoms of ulcer pain and history c. report on drugs used in treatment of ulcers and dangers of self-medication d. booklet illustrating characteristics of ulcer diets	Today's Health, Oct. 1964, "The Month of the Ulcer," p. 57 Pamphlet: U.S. Dept. HEW, "Peptic Ulcer" Squires, Unit 21, p. 144 A.J.N. Publications: Sept. 1968, "Ulcer Patient," p. 1930; July 1970, "Care of a Patient with a Gastric Ulcer," p. 1472	Reports
	4. Planned clinical conference of patient being treated medically for peptic ulcer.	A.J.N. Publications: Dec. 1963, "Gastric Resection and Nursing Care," Dec. 1963, "Gastro-Intestinal Suction," p. 109	Participation in clinical conference
	5. Student bring to class for discussion a plan of care of the patient having surgery for a peptic ulcer.		Nursing Care Plan
	6. Demonstration and discussion of gastro-intestinal decompression.	Trainex filmstrip, "Gastric and Gastro-Intestinal Decompression" A.J.N. Nov. 1957, "Naso Gastric Tube Feedings"	
	7. Review: gavage feedings.		

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Gastro-Intestinal Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
4. List three causes of lower gastro-intestinal problems. Design a plan of care for a patient with a colostomy.	1. Bring to class for discussion a list of conditions due to the following: a. obstructions b. trauma c. inflammations 2. Students bring to class pages 227-228 from Sutton Workbook, completed for discussion. 3. Clinical assignment to patients with the following conditions, when available: a. colitis b. hernia c. diverticulosis d. ulcerative colitis e. appendicitis f. intestinal obstruction g. cancer of rectum h. hemorrhoids 4. Review following procedures: a. enema b. sitz bath	Today's Health, June 1964, "Diverticulosis," p. 38 Changing Times, April 1971, "Diverticulosis – A Disease That Strikes After 40" A.J.N. Publications: Oct. 1963, "Changing Trends in Appendicitis," p. 38; Aug. 1959, "Colitis," p. 1133; Aug. 1962, "Ulcerative Colitis," p. 60; Sept. 1964, "Surgery: Treatment of Choice for Hernias," p. 85; March 1967, "Learning Colostomy Control," p. 34; Dec. 1963, "Hemorrhoidal Problems and After Hemorrhoidectomy," p. 87; March 1961, "The Patient with Surgery of the Colon;" May 1961, "Rehabilitation of Patients with Ileostomy," p. 48 Pamphlet: The American Cancer Society, "Care of Your Colostomy"	Oral quiz
5. State two reasons for jaundice. Describe nursing measures for the patient with jaundice.	1. Students bring to class a diagram of the biliary tract. Discuss how jaundice occurs from obstruction in the biliary tract, the causes and resulting symptoms.	A. J. N. Publications, July 1961, "Liver Surgery," p. 72; May 1964, "Nursing Care in Acute Cholecystitis," p. 93	

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Gastro-Intestinal Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	2. Review normal liver functions and discuss tests which might indicate abnormalities of these functions.	Wyeth Laboratories Booklet, "About Hepatitis" Ames Co., Inc. Booklet, "The Biliary Tract"	
	3. Students design a plan of care for a patient with cirrhosis of the liver.		Nursing care plan
	4. Planned clinical conference: A patient with cholecystectomy.		Clinical conference participation
	5. Students prepare bulletin board display of low fat diet.		
6. Explain enteric isolation.	1. With the use of a nospital procedure book, students bring to class for discussion, differences in respirstory and enteric isolation.	A J N., Nov. 1961, "Viral Hepatitis" Today's Health, Jan 1967, "The Deadly Animal That Adopts People"	
	2. Students bring to class, a list of diseases which require enteric isolation, for discussion.		
	3. Students design a plan of care for a patient with hepatitis.		Plan of care Written test

UNIT VII

MEDICAL SURGICAL NURSING III

SUBJECT: NURSING THE PATIENT WITH MUSCULAR SKELETAL DISORDERS

OBJECTIVES: The student will be able to:

1. Tell how trauma to muscles and bones interfere with function. Describe 3 ways trauma can be managed.
2. Explain how deformity results from inflammation of bones and joints.
3. Design a plan of care for a patient having orthopedic surgery.

UNIT: VII -- MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Muscular Skeletal Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to: 1. Tell how trauma to muscles and bones interfere with function. Describe 3 ways trauma can be managed.	1. Students define: a. sprain b. strain c. fracture d. dislocation 2. Student prepares a poster illustrating types of fractures. 3. Students write a paragraph describing how bone healing occurs. 4. Discuss management of fractures. 5. Students bring to class a list of the nursing needs of the patient with a cast. 6. Instructor-guided ward rounds to observe the various types of traction. Discuss observations to be made in caring for a patient with traction. 7. Planned clinical conference involving a patient with a hip fracture. 8. Clinical Assignment: a. observation of cast and traction application b. selected patients with muscular-skeletal problems 9. Review: care of braces and crutch walking	Larson and Gould, Calderwood's Orthopedic Nursing Kerr, Orthopedic Nursing Procedures Crain, Help for Ten Million AJN, June 1961, p. 45, "Sprains and Strains" Today's Health, 1957, "Battling the Bone Thinner," p. 66 AJN, 1959, p. 236, "Intra-Medullary Nailing of Long Bone Fractures and Nursing Care" AJN, Nov. 1962, p. 72, "Whiplash Injuries" Filmstrips, Trainex, "Care of the Patient in Traction," "Care of the Patient in a Cast" Sutton's, Bedside Nursing Techniques, Ch. 12, pp. 176-208 AJN, May 1964, p. 111, "Nursing the Patient with Internal Hip Fixation" AJN, Nov. 1958, "Fractures of the Hip and Nursing Care of the Patient with Fractured Hip," p. 1558	Pre-test to include identifying muscles and bones, range of motion and body mechanics Poster Clinical conference participation

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Muscular Skeletal Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
2. Explain how deformity results from inflammation of bones and joints.	1. Students bring to class a list of inflammations occurring in bones and joints for discussion. 2. Students explain how joint motion is affected due to arthritis. 3. Students bring to class a list of characteristics of degenerative and rheumatoid arthritis. Make a comparison on the chalkboard. 4. Discuss methods used to prevent the common deformities in arthritis, include: a. physical therapy b. drugs c. diet 5. Review procedure for dressing of infected wounds. 6. Discuss how drugs have changed the outlook and care of the patient with osteomyelitis.	AJN, Aug. 1968, p. 1699, "Rheumatoid Arthritis-My Tutor". Pamphlets: "Arthritis: What to Look For, How to Treat It"; Smith, Kline and French Laboratories, "Home Care Programs in Arthritis," The Arthritis Foundation AJN, Oct., 1959, p. 1405, "Gout and Gouty Arthritis" AJN, Dec. 1962, p. 59, "To Prevent Helplessness and Deformities"	Written test

UNIT: VII -- MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Muscular Skeletal Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
3. Design a plan of care for a patient having orthropedic surgery.	1. Discuss types of orthopedic surgery. 2. Planned clinical conference on a patient having an amputation. 3. Student reports on agencies giving assistance to patients with orthopedic surgery. 4. Clinical assignment: selected patients having orthopedic surgery. 5. Demonstration and return of orthopedic skin preparation. 6. Demonstration of post-operative care, including supportive measures.	Booklet: U.S. Dept. of Health Education and Welfare, "Step into Action" Booklet: Ethicon Inc., "Nursing Care of the Patient in Orthopedic Surgery" Pamphlet: The American Orthotics and Prosthetics Association, "Hygienic Problems of the Amputee" AJN, May 1968, p. 998, "Battle Casualty, Amputee"	Clinical conference participation Written test

UNIT VII
MEDICAL SURGICAL NURSING III
SUBJECT: NURSING THE PATIENT WITH NERVOUS SYSTEM DISORDERS

OBJECTIVES: The student will be able to:

1. List and define three diagnostic procedures used as a part of the neurological examination.
2. Plan the care of a patient who should be observed for increased intracranial pressure.
3. Describe the nursing measures involving the care of a patient with a spinal injury.
4. Identify at least five disorders affecting the nervous system that are usually treated medically.

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Nervous System Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to:			
1. List and define three diagnostic procedures used as a part of the neurological examination.	1. Student reports on examinations including: a. lumber puncture b. electroencephalogram c. x-ray studies	Keane, p. 393 Hospital procedure manual DeGutierrez–Mahoney & Carini, Neurological and Neurosurgical Nursing	Pre-test to include anatomy and physiology of the nervous system Oral quiz - diagnostic procedures
2. Plan the care of a patient who should be observed for increased intracranial pressure.	1. Discuss the reason that pressure inside the skull causes a problem. 2. Students bring to class a list of reasons for increased intracranial pressure. 3. Students prepare a poster to show the symptoms to be reported that indicate increased intracranial pressure. 4. Demonstration of thermal blanket. 5. Planned clinical conference to discuss care of a patient with a head injury or having brain surgery. 6. Instructor led discussion as to why the practical nurse does not care for patients with serious disorders of the nervous system during the critical phase of their illness.	Fiela & Edge, Technical Nursing of the Adult, pp. 430-436 Sutton, Bedside Nursing Techniques, pp. 295-328 Smith & Gips, Care of the Adult Patient, pp. 330-435 Filmstrip: Trainex, "Care of the Patient with a Head Injury" AJN, March 1964, "Brain Tumors," p. 76	Poster Participation in conference

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Nervous System Disorders

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
3. Describe the nursing measures involving the care of a patient with a spinal injury.	1. A student presents a nursing care study of a patient with a ruptured inter- vertebral disc. 2. Students present oral reports including the immediate, intermediate, and long term care of the patient with a spinal injury. 3. Demonstration and return practice of Foster Bed and or Stryker Frame. 4. Students are assigned to care for patients with ruptured intervertebral discs, low back pain and minor injuries.	Booklet: Dept. Of H.E.W., "What You Should Know About Paraplegia" Booklet: Paraplegia Foundation, "How to Get Help If You are Paralyzed" A.J.N. Feb 1962, "The Patient With a Ruptured Disk" Film: S.C. Dept. of Health, "Not Without Hope" Booklet: The American Parkinson Disease Association, "Parkinsonism"	Presentation
4. Identify at least five disorders affecting the nervous system that are usually treated medically.	1. Students answer teacher made study questions on the following disorders: a. myasthenia gravis b. Parkinson's disease c. meningitis d. encephalitis e. trigeminal neuralgia f. multiple sclerosis g. epilepsy	Today's Health, Jan. 1970, "A Pill That Lets Shaking Palsy Patients Eat Jello" Putnam, Epilepsy Dooley, Parkinson's Disease	Written test to include objectives 3 and 4

UNIT VII

MEDICAL SURGICAL NURSING III

SUBJECT: NURSING CARE OF THE PATIENT WITH DISORDERS OF THE EYE

OBJECTIVES: The student will be able to:

1. List 6 ways vision is impaired. Explain how these might be prevented or corrected.

2. Design a plan of care for the patient having eye surgery.

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing Care of the Patient with Disorders of the Eye

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to: 1. List 6 ways vision is impaired. Explain how these might be prevented or corrected.	1. Students complete pages 331 & 332 in Sutton's workbook. 2. Students bring to class definitions of teacher made list of related terms for discussion. 3. From students posters on eye safety, make a list of safety principles on the chalk board for discussion. 4. Display equipment used in diagnosis of eye problems. 5. Student reports on the following: a. Snellen's chart b. Color blindness chart c. Ophthalmoscope d. Tonometer 6. Students bring in list of ways vision is impaired. Tell what part of the eye is affected. 7. Student makes 2 minute oral reports on: a. Hyperopia b. Myopia c. Astigmatism d. Presbyopia e. Strabismus f. Conjunctivitis g. Trachoma h. Glaucoma 8. Demonstration and discussion of: a. Application of ointments b. Instillation of eyedrops c. Eye irrigations	Sutton's Workbook Havener, Saunders and Bergersen, Nursing Care in Eye, Ear, Nose and Throat Disorders Life Science Library, Light and Vision Sutton, Bedside Nursing Techniques, Ch. 18 Public Health Service Health Information Series No. 64, Superintendent of Documents, "Care of the Eyes" National Society for the Prevention of Blindness, Inc., "20 Questions on Eye Safety" Trainex filmstrip, "Emergency Eye Care" AJN, Nov. 1964, p. 113, "The Inflammed Eye" Today's Health, August 1970, "When Your Eyes Flunk the 20-20 Test" R.N., Feb. 1968, p. 44, "Glaucoma" Film, S.C. Dept. of Health, "Hold Back the Night" Catalog of films and pamphlets from National Society for the Prevention of Blindness, Inc., 79 Madison Ave., New York, N.Y. 10016	Posters Reports Written Test

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Nursing Care of the Patient with Disorders of the Eye

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
2. Design a plan of care for the patient having eye surgery.	1. Students complete and bring to class for discussion questions including: a. reasons for eye surgery b. pre-operative instructions c. psycho-social-economic problems of the patient facing possible blindness d. post-operative care including special drugs and rehabilitation and complications. 2. Demonstration of assisting with eye dressings. 3. Discuss the care of an artificial eye.	Booklet from Ethicon, Inc., "Nursing Care of the Patient in Ophthalmic Surgery" A.J.N., April 1964, p. 96, "Detachment of the Retina" R.N., Feb. 1967, p. 63, "Drugs Used in Eye Disorders" Squires, Unit 28 Journal of Practical Nursing, July-August, 1962, "When Your Patient Wears an Artificial Eye," p. 20 A.J.N. Oct. 1960, p. 1433, "Nursing Care of the Patient with a Cataract Extraction"	Written Test

UNIT VII
MEDICAL SURGICAL NURSING III
SUBJECT: NURSING THE PATIENT WITH DISORDERS OF THE EAR

OBJECTIVE: The student will be able to:

Explain ways hearing may be impaired. Tell how hearing loss could be prevented or corrected.

UNIT: VII -- MEDICAL SURGICAL NURSING III

SUBJECT: Nursing the Patient with Disorders of the Ear

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to: 1. Explain ways hearing may be impaired. Tell how hearing loss could be prevented or corrected.	1. Students complete pages 325-327 of workbook. 2. Students bring to class definitions of teacher made list of related terms for discussion. 3. Students bring to class definitions of: a. conductive deafness b. sensoineural (nerve) deafness and list conditions which might cause each for discussion 4. Role play methods of communicating with the deaf. 5. Discussion of care of the hearing aid. 6. Field trip to community agency for the deaf. 7. Student poster on prevention of ear injury. 8. View film and discuss hearing tests. 9. Demonstrate instillation of ear drops and discuss factors related to ear irrigation. 10. Students read the following article and make a plan of care for a patient having stapedectomy. 11. Discuss how antibiotics have changed the outlook of the patient with mastoiditis.	Sutton's Workbook, p. 325 Life Science Library, Sound and Hearing Boyd, G.G., Hearing Loss AJN, Dec. 1960, "Care of Patient with Labyrinthine Dysfunction," p. 88 Today's Health, July 1965, "Hearing Lost and Found," p. 49 Today's Health, Aug. 1969, "What You Should Know About Hearing Aids," p. 40 AJN, May 1963, "Hearing Aids," p. 90; "Hard of Hearing Patients Have Special Problems," p. 88 Film: S. C. Dept. of Health, "Opportunity to Hear" Today's Health, Nov. 1967, "Lifting the Curtain of Silence," p. 66 AJN, Nov. 1969, "Stapedectomy" Clinical Symposia, Vol. 22, No. 2, 1970, "Otologic Diagnosis"	Posters Written objective test

UNIT VII
MEDICAL SURGICAL NURSING III
SUBJECT: INTRODUCTION TO MENTAL ILLNESS

OBJECTIVES: The student will be able to:

1. Identify 4 stages of emotional growth and development. Tell how they influence normal behavior.
2. Describe 2 types of behavior. Explain nursing approaches in caring for patient with these types of behavior.

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Introduction to Mental Illness

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to: 1. Identify 4 stages of emotional growth and development. Tell how they influence normal behavior.	1. Students complete p. 403 in workbook for class discussion. 2. Discuss emotional growth related to: a. infancy b. childhood c. adolescence d. adulthood 3. Students role play various defense mechanisms. 4. Discuss healthy uses of defense mechanisms.	Sutton's Workbook, p. 403 Hoffman, Lipkin, Thompson, Ch. 42, Simplified Nursing Thompson and Murphy, Ch. 44, Textbook of Basic Nursing Milliken, Understanding Human Behavior Robinson, Working with the Mentally Ill Johnston, Mental Health and Mental Illness Fiele & Edge, Technical Nursing of the Adult, Ch. 4-10 American Psychiatric Assn., A Psychiatric Glossary Metheney and Topalis, Psychiatric Nursing AJN, May 1960, "Mental Health a Point of View," p. 688	

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Introduction to Mental Illness

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
2. Describe 2 types of behavior. Explain nursing approaches in caring for patients with these types of behavior.	1. Students list defense mechanisms and give an example of unhealthy use of each for discussion. 2. Students answer teacher-made study questions related to the following types of behavior: a. overactive patient b. underactive patient 3. Students bring in a comparison of a medical-surgical unit with the psychiatric unit. 4. Clinical assignment to selected patients with emotional problems.	Saxton and Haring, Care of Patients with Emotional Problems AJN, May 1965, "Preventing Suicide," p. 111 RN, Jan. 1968, "Psychiatric Nursing is a Personalizing Process," p. 61 Film: S. C. Dept. of Health, "Psychiatric Nursing, The Nurse-Patient Relationship"	Written test to include objectives 1 and 2

UNIT VII
MEDICAL SURGICAL NURSING III
SUBJECT: EMERGENCY AND DISASTER NURSING

OBJECTIVE: The student will be able to:

Define the role of the L.P.N. in an emergency or disaster situation.

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Emergency and Disaster Nursing

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to: 1. Define the role of the L.P.N. in emergency and disaster situations.	1. American Red Cross advanced first aid course. 2. Students bring to class a list of 10 problems requiring emergency care in the hospital, for discussion. 3. Discussion of the L.P.N.'s role in emergency situations. 4. Students make posters illustrating types of disasters. 5. Using posters as focal point, discuss the following: a. effects of disaster b. philosophy of disaster care c. nursing and agencies involved in disaster situations 6. Guest speaker to discuss Federal & Civil Defense program, effects of nuclear attack and your community civil defense plan. 7. Student report on the following: a. emergency childbirth b. food in a disaster c. water in a disaster d. shelter in a disaster e. sanitation in a disaster	Henderson, Emergency Medical Guide Mahoney, Emergency and Disaster Nursing The Nursing Clinics of North America, June 1967, "Emergency Nursing" R.N., July 1970, "Emergency Care for Near-Drowning Victims," p. 49 American Nurse's Association, The Role of the Licensed Practical Nurse in Disaster National League for Nursing, Nursing During Disaster — A Guide for Instructors American Red Cross Instructor AJN Publications: April 1964, p. 123, "Emergency;" Dec. 1962, p. 93, "Emergency Care of the Injured" Journal of P.N., Aug. 1969, p. 32, "The L.P.N. as E.R. Nurse;" March 1970, p. 29, "Medic Alert" Booklet: Civil Defense Director, U. S. Government Printing Office, "Emergency Health Care"	Pre-test to include basic first aid Poster

UNIT: VII – MEDICAL SURGICAL NURSING III

SUBJECT: Emergency and Disaster Nursing

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	8. Divide class into buzz session groups. Allow 10 minutes for discussion of the L.P.N.'s role in disaster situations. From these group reports, list on the chalkboard, the L.P.N.'s responsibilities in disaster nursing.	AJN publications: Aug. 1961, "Disaster and Its Aftermath;" March 1965, p. 74, "Who Does What in Defense, in Natural Defense;" Nov. 1965, p. 121, "Preparedness May Mean Survival;" p. 123, "Living and Nursing in a Fall-Out Shelter;" "Civil Defense in a Nuclear Age" Pamphlet: U. S. Government Printing Office, "Fall-Out Protection"	Written test

UNIT VIII
MATERNAL AND CHILD CARE
(120 Hours)

SUBJECTS:

1. Maternal Care – 60 Hours
2. Care of Children – 60 Hours

UNIT OBJECTIVE:

The student will be able to plan nursing care safely and effectively, apply scientific principles, and observe patient response in guided learning situations.

CONTRIBUTORY OBJECTIVES: The student will be able to:

1. Distinguish between probable and positive signs of pregnancy. List 5 goals of prenatal medical care.
2. Describe the stages of labor. Observe and record progress of labor and administer nursing care which will be reassuring and safe.
3. Teach a post-partum patient the principles of hygiene, including breast and perineal care.
4. Identify the normal pattern of growth and development. Explain how deviations may occur within this normal pattern.
5. Explain the practical nurse's responsibility in caring for the ill child.

UNIT VIII
MATERNAL AND CHILD CARE
SUBJECT: MATERNAL CARE

OBJECTIVES: The student will be able to:

1. Describe the hormone changes which occur in pregnancy. List at least 5 important points related to the development of the fetus.
2. Distinguish between probable and positive signs of pregnancy. List 5 goals of prenatal medical care.
3. Describe the stages of labor. Observe and record progress of labor and administer nursing care which will be reassuring and safe.
4. Teach a post-partum patient the principles of hygiene, including breast and perineal care.
5. Recognize the symptoms of complications occurring during the prenatal and post-partum periods.

UNIT: VIII - MATERNAL AND CHILD CARE

SUBJECT: Maternal Care

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to: 1. Describe the hormone changes which occur in pregnancy. List at least five important points related to the development of the fetus.	1. Introductory lecture 2. Students label teacher made diagrams of male and female reproductive structures. 3. Give students a teacher made list of obstetrical terms to define. 4. Students make posters of the menstrual cycle for discussion. 5. Students use their test and make a list of changes in the cycle due to conception. 6. Discuss duration of pregnancy. 7. Students practice calculating E.D.C. by Naegele's Rule. 8. Discussion of fertilization and implantation. 9. Use filmstrip as a guide for discussion of fetal development. Make a list of strategic points to remember. 10. Students make a family comparison of one of the following: (at least 3 complete generations) a. height b. hair color c. eye color d. congenital deformity	Transparency Series, Media Visuals Inc. Journal of P.N. Jan., 1969, p. 26, "The Infant Mortality Problem in the U.S." Sutton, Workbook for Practical Nurses, p. 359-363 Anderson, Obstetrics for the Nurse, p. 20 Ingalls, Maternal and Child Health Nursing Bethea, Introductory Maternity Nursing Booklet: "Birch, A Doctor Discusses Pregnancy" Filmstrips: McGraw-Hill "The Female Reproductive System;" "Fertilization" Filmstrip: "Life Before Birth" The Life Education Program Booklet: American Medical Association, "The Miracle of Life" Filmstrip: "More Than Love," N.F. March of Dimes	Posters.

UNIT: VIII - MATERNAL AND CHILD CARE

SUBJECT: Maternal Care

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	11. Use comparison for discussion of heredity. 12. Discuss key areas of difference in adult and fetal circulation and when these changes occur.	AJN, June 1966, p. 1303, "Drugs in Pregnancy;" "X-Rays in Pregnancy," p. 1308 AJN, Feb. 1959, p. 213, "Sex Determination and Development" Wall Chart: "Fetal Circulation, Ross Laboratories" Anderson, Workbook for Pediatric Nurses, p. 11 Maternity Center Association, A Baby is Born	Written objective test.
2. Distinguish between probable and positive signs of pregnancy. List five goals of prenatal medical care.	1. Students make a list of signs of pregnancy. Discuss and classify as: a. presumptive b. probable c. positive 2. Discuss the following pregnancy tests: a. Aschheim-Zondek b. Freidman c. Frog Test d. U C G e. Ortho Gravindex 3. Three minute reports by the students of normal body changes during pregnancy in the following areas: a. uterus b. cervix c. skin d. ovaries and fallopian tubes e. circulatory system f. vagina and perineum g. metabolism h. pelvis i. breast j. urinary tract k. emotional and nervous	AJN, March 1970, p. 502, "Cognitive Style in Pregnancy" Booklet: Carnation Company, "Pregnancy in Anatomical Illustrations" Filmstrip Series, B F A "Planning for Your Baby"	Reports.

UNIT: VIII -- MATERNAL AND CHILD CARE

SUBJECT: Maternal Care

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	4. Discuss why prenatal care is important: to the mother, to the child.	AJN, May 1962, p. 112, "Teaching the Expectant Parents What They Want to Know"	
	5. Students bring to class for discussion an outline of what a patient can expect on her first prenatal visit to her physician.	AJN, March 1965, p. 97, "The Stress Syndrome"	
	6. From this outline make a list of procedures the prenatal patient can expect on subsequent visits.	RN, Aug. 1970, p. 46, "How do you Respond to the Unwed Mother"	
	7. Bring to class a prenatal record from obstetrical clinic or doctor's office for discussion.		
	8. Students write a paragraph expressing their feelings toward the unwed mother.		
	9. Students role play a nurse instructing a patient as to danger signals in pregnancy which should be reported.	AJN, July 1971, p. 1388, "Why Mothers By-Pass Prenatal Care"	
	10. Clinical assignment: Prenatal clinic.		
	11. Students make posters: a. nutritional needs in pregnancy b. foods commonly causing G.I. symptoms in pregnancy		Posters.
	12. Students make a list and discuss common discomforts in pregnancy and their prevention and care.		
	13. Have a local Dept. Store present a fashion show of maternity wear. Afterwards, discuss dressing for the occasion. Include importance of continued activities during pregnancy.		

UNIT: VIII -- MATERNAL AND CHILD CARE

SUBJECT: Maternal Care

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	14. Students bring to class a layette plan with prices. 15. Students discuss a minimal layette for a mother of low income. How can she provide the necessities and stay within her means?		Layette and its usefulness. Written objective test.
3. Describe the stages of labor. Observe and record the progress of labor and administer nursing care which will be reassuring and safe.	1. Students bring to class definitions of teacher made list of terms related to signs and stages of labor. 2. Role play: interview answering questions: a. How will I know it is labor? b. What should I do to be prepared? c. What is labor like? d. What will they do when I go to the hospital? 3. Students bring to class for discussion, a list of signs of true labor. 4. Group discussion, "What is meant by the three stages of labor?" List nursing observations and responsibilities in each. 5. Clinical demonstration and discussion of: a. admission of labor patient b. locating and counting fetal heart sounds c. checking and timing contractions d. preparing for rectal and vaginal examinations e. transfer to delivery room f. preparing the patient for delivery g. delivery room preparation and equipment	AJN, July 1964, p. 70, "Nurse Attendance During Labor" AJN, June 1971, p. 1140, "The Second Stage of Labor Ordeal or Ideal"	

UNIT: VIII - MATERNAL AND CHILD CARE

SUBJECT: Maternal Care

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	h. scrubbing and donning sterile gown and gloves i. assisting the physician with delivery j. assisting the physician with an apgar rating k. prophylactic eye care of the newborn	Filmstrip: Trainex, "Operating Room Scrubbing, Gowning and Gloving"	
	6. Student assigned to labor patient on admission to follow through labor and delivery.		
	7. Students bring to class a list of drugs their patient received for analgesia and anesthesia for discussion.	AJN, Jan. 1971, p. 67, "Obstetric Anesthesia" Childbirth Without Fear, Dick-Read	Student participation.
	8. Student panel discussion of: a. natural childbirth b. hypnosis and childbirth c. local anesthesia d. general anesthesia		Student participation.
	9. Planned clinical conference: Uncomplicated Labor, Delivery, and Recovery, Stress: a. Use of forceps b. Episiotomies c. Observations made in recovery period	AJN, June 1963, p. 60, "The Exhilarating Moment of Birth"	Participation in conference. Written test to include nursing measures of normal labor, delivery and recovery.

UNIT: VIII – MATERNAL AND CHILD CARE

SUBJECT: Maternal Care

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
4. Teach a post-partum patient the principles of hygiene, including breast and perineal care.	1. Provide the students with a teacher made list of nursing observations which should be made on all post-partum patients. Students bring to class reasons for each observation, include: a. lochia b. height and firmness of fundus c. breast changes d. perineal appearance e. eliminations	Filmstrip, Trainex, "Post-partum Care"	
	2. Demonstrate and discuss: a. perineal care and light b. measuring and height of fundus c. classifying lochia d. application of breast binders	AJN, April 1970, p. 787, "An Elderly Primigravida takes a Refresher course in Obstetrics"	
	3. Clinical assignment of post-partum patients.		
	4. Student reports of the following: a. the importance and types of breast support b. care of episiotomies c. post-partum blues d. afterpains e. the effects of breast feeding on involution f. drugs used to suppress lastation g. early ambulation and its effect on involution	AJN, July 1970, p. 1488, "Superiority of Breast Feeding, Fact or Fancy" AJN, Sept. 1959, p. 1252, "Deladumone for Breast Comfort"	Student reports.
	5. Students bring to class for discussion a list of questions patients might ask before going home related to: a. resuming activities b. personal hygiene c. family planning d. nutritional needs	AJN, June 1969, p. 1229, "Family Planning: The Needs and Methods"	Pop test: nursing measures for perturient mothers. Written test to include principles of post-partum care.

UNIT: VIII – MATERNAL AND CHILD CARE

SUBJECT: Maternal Care

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
5. Recognize the symptoms of complications occurring during the prenatal and post-partum periods.	1. Students review danger signals discussed in prenatal care. 2. Student present oral reports to include: definition, types of causes, classic signs, and nursing responsibilities of the following: a. abortions b. extopic pregnancy c. placenta previa d. abruptio placenta e. premature labor f. hyperemesis gravidarum g. toxemia of pregnancy h. Rh incompatability i. diabetes in pregnancy 3. Review nursing care in: hemorrhage, and convulsions. 4. Students bring to class for discussion reasons for the following: a. Cesarean sections b. induction of labor 5. Students prepare a nursing care plan for a patient who has had a Cesarean section. 6. Students bring to class causes and preventive measures of the following for discussion: a. post-partum hemorrhage b. post-partum infection 7. Discuss nursing responsibilities of each.	AJN, Oct. 1960, p. 1454, "When the Cervix is the Cause of Premature Labor" AJN, April 1961, p. 98, "Toxemia of Pregnancy" AJN, Sept. 1969, p. 1900, "Pregnancy in Women with Diabetes" AJN, Nov. 1962, p. 96, "Obstetric Hemorrhage"	Student reports. Nursing care plan. Written objective test to include obstetric complications.

UNIT VIII
MATERNAL AND CHILD CARE
SUBJECT: CARE OF CHILDREN

OBJECTIVES: The student will be able to:

1. Describe 8 characteristics of the normal newborn. Explain why these characteristics are important to the well-being of the newborn.
2. Describe the role of the practical nurse in the care of the premature infant.
3. Identify the normal pattern of growth and development. Explain how deviations may occur within this normal pattern.
4. Explain the practical nurse's responsibility in caring for the ill child.
5. Describe nursing needs of an ill child during infancy.
6. Tell two types of accidents that often bring the toddler to the hospital. Describe emergency care and nursing measures used in the care of the toddler involved in these accidents.
7. List 2 reasons for isolation in the pediatric unit. Name six diseases which can be prevented by immunization.
8. Describe the emotional effects of health problems on the school age child and adolescent.

UNIT: VIII -- MATERNAL AND CHILD CARE

SUBJECT: Care of Children

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
The student will be able to: 1. Describe 8 characteristics of the normal newborn. Explain why these characteristics are important to the well being of the newborn.	1. Teacher made pre-test to include: a. the influence of prenatal care on the newborn b. care of the newborn in the delivery room 2. Students present oral reports of the following characteristics of the normal newborn: a. head b. respiratory system c. circulatory system d. the umbilical cord e. muscular-skeletal system f. nervous system g. length and weight h. genito-urinary tract i. skin j. intestinal 3. Clinical orientation to newborn nursery. 4. Students bring to class for discussion 3 ways to prevent infection in the newborn nursery. 5. Demonstrate and discuss: a. holding a newborn b. admission to the nursery c. weighing and measuring d. assisting with physical exam 6. Students bring to class a comparison of the nutritional value of human milk and commercial formulas for discussion. 7. Student debate: breast feeding versus formula feeding.	Thompson, Pediatrics for Practical Nurses (Recommended Text) Ingalls, Maternal and Child Health Nursing McKilligin, The First Day of Life Nursing Clinics of North America, "Care of the New Born," March 1971 Shepard, Care of the Well Baby AJN, July 1963, p. 112, "What Can We Learn From Meconium" RN, March 1970, p. 46, "How We Solve Breast Feeding Problems" AJN, Oct. 1961, p. 56, "In the Nursery" RN, May 1968, p. 52, "Why is Breast Feeding Difficult for Many Women" Filmstrips: International Film Bureau Inc., "Caring for Baby" and "Feeding Habits"	Pre-test Student reports: Write a paragraph describing the normal newborn

UNIT: VIII – MATERNAL AND CHILD CARE

SUBJECT: Care of Children

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	8. Students demonstrate methods of preparing formula. 9. Student role play teaching the mother: a. receiving and feeding the infant b. burping the baby 10. Planned clinical conference: Home Care of the Newborn		Written objective test to include characteristics and care of the newborn.
2. Describe the role of the practical nurse in the care of the premature infant.	1. Students bring to class a paragraph describing the premature infant for discussion. From this discussion prepare an outline on the chalk-board showing: a. difference from normal newborn b. nursing responsibility related to prematurity	AJN, Feb. 1963, p. 103, "Premature Infant's Nurse"	
	2. Planned clinical conference demonstrating care of the child in the Isolette.		Written test including characteristics of prematurity and use of the Isolette.
3. Identify the normal pattern of growth and development. Explain how deviations may occur within this normal pattern.	1. Students complete and bring to class for discussion study questions related to principles which influence normal growth and developement. 2. Students prepare posters or bulletin board display of the following: a. highlights of physical and social development of the first year b. milestones of growth of the toddler c. major characteristics of the pre-schooler d. the school age child e. preadolescent characteristics f. adolescence	Babcock, Growth, Development and Family Life Life Science Library, Growth Smith, Maternal and Child Care Today's Health, Oct. 1969, p. 26, "First Child, Second Child, Middle Child, Only Child" Magazine: Story of Life, Marshall Cavendish Limited Today's Health, May 1967, p. 39, "When Bedtime Brings Problems"	Posters and bulletin board displays.

UNIT: VIII - MATERNAL AND CHILD CARE

SUBJECT: Care of Children

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	3. From displays prepare a chart on the chalkboard including: a. physical development b. characteristic behavior c. safety precautions d. immunization and medical guidance e. toys for various age groups f. discipline	Filmstrips: International Film Bureau Inc., "How Shall I Tell My Young Child About Sex" and "Discipline"	
	4. Students present oral reports on the following: a. White House conference on children b. child labor laws c. aid for dependent children d. UNICEF e. child care centers f. adoption g. child abuse laws		Oral reports.
	5. Clinical assignment: a. pediatrician's office, complete teacher made medical guidance observation form. b. child care center to observe normal growth and development c. make a comparison of two preschool children with textbook showing deviations of normal growth pattern	Day Care Services, Children's Bureau, Publication 4201964 When You Adopt a Child, Children's Bureau, Publication 13-1965	Completeness of observation form. Written comparison. Written test to include normal growth
4. Explain the practical nurse's responsibility in caring for the ill child.	1. Orientation to the pediatric unit. 2. Students bring in a list of safety factors observed on the pediatric unit for discussion.	AJN, July 1968, p. 1468, "Preventing Hospital Trauma in Pediatric Patients" AJN, Aug. 1966, p. 1768, "ABC's of Pediatric Safety" RN, Feb. 1967, p. 44, "Nursing Support for Your Young Patients' Parents"	

UNIT: VIII - MATERNAL AND CHILD CARE

SUBJECT: Care of Children

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	3. Student reports: a. parents on pediatrics b. children's reaction to hospitalization c. importance of play in the hospital d. communicating with children	RN, Dec. 1969, p. 44, "Parents on Pediatrics: Problem or Pleasure" RN, Dec. 1969, p. 38, "Billy Needs Play"	
	4. Discussion of observations of an ill child.	AJN, Jan. 1970, p. 66, "How Can You Stand the Crying"	
	5. Demonstration and clinical observation of: a. restraints b. collection of urine specimen c. croupettes d. enemas	Broadribb, Foundations of Pediatric Nursing	
	6. Clinical assignment: selected ill children		
5. Describe the nursing needs of an ill child during infancy.	1. Pretest: causes of disease		Written Quiz. Pre-test.
	2. Discuss the importance of TLC in caring for the infant.		
	3. Students bring to class a list of congenital anomalies for discussion.	Nursing Clinics of North America, March 1969, March 1966, and Sept. 1970	
	4. Students prepare and present nursing care plans on selected patients such as: a. congenital dislocated hip b. spina bifida and hydrocephalus c. cleft lip and palate d. pyloric stenosis e. congenital heart disease f. respiratory infection g. cystic fibrosis h. nutritional deficiencies i. mental retardation	AJN, Nov. 1964, p. 83, "Parent's Reactions to Defective Babies" AJN, April 1965, p. 120, "The Child with Cleft Lip and Palate" Today's Health, Jan. 1967, p. 26, "Donna Dill's Victory" RN, March 1967, p. 63, "PKU" RN, Feb. 1968, p. 31, "A New Look at Mental Retardation"	Completeness of nursing care plans. Written test to include nursing measures in disease of infancy.

UNIT: VIII MATERNAL AND CHILD CARE

SUBJECT: Care of Children

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
6. Tell two types of accidents that often bring the toddler to the hospital. Describe emergency care and nursing measures used in the care of the toddler involved in these accidents.	1. Students list ways the following can be prevented: a. burns b. fractures c. aspiration of foreign material d. poisoning e. drowning f. battered child syndrome 2. Students prepare a report outlining the steps to be taken in various types of poisoning. 3. Assign individual students to prepare a nursing care conference on the three areas of care of the child with a burn. a. immediate b. intermediate c. long term 4. Discuss effect of hospitalization on the toddler.	Today's Health, Jan. 1967, p. 22, "Kids Will Swallow Anything" AJN, Nov. 1965, p. 108, "Treatment of Poisoning in Children" RN, Dec. 1968, p. 43, "The Battered Child – What the Nurse Can Do" AJN, March 1963, p. 116, "Emergency Service for the Poisoned" AJN, Feb. 1966, p. 296, "Balm for Burned Children" AJN, Sept 1970, p. 1888, "Expert Nursing Care for Burn Patients"	Reports. Conference participation. Written test.
7. List two reasons for isolation in the pediatric unit. Name six diseases which can be prevented by immunization.	1. Students bring to class for discussion a list of diseases which can be controlled by immunization. 2. Students give oral reports and method of isolation, if required for the following: a. mumps b. measles c. chickenpox d. meningitis e. tetanus f. pertussis g. Rocky Mountain Spotted Fever h. leukemia i. scarlet fever	Filmstrip, Trainex: "Isolation Technique" RN, Sept. 1970, p. 69, "Status Report on Immunizations" Filmstrip, Trainex: "Care of the Patient with Leukemia" RN, Oct. 1969, p. 45, "Care of the Child with Meningitis" AJN, April 1963, p. 87, "Nursing the Leukemic Child"	Reports.

UNIT: VIII - MATERNAL AND CHILD CARE

SUBJECT: Care of Children

STUDENT OBJECTIVES	STUDENT LEARNING ACTIVITIES	RESOURCES	METHOD OF EVALUATION
	3. Discuss the effects of hospitalization on the preschool child.	AJN, Aug 1970, p. 1675, "Working with the Parents of a Dying Child"	
8. Describe the emotional effects of health problems on the school age child and the adolescent.	1. Students bring to class for discussion a list of health problems that might influence the school child's progress in the classroom.	AJN, Aug 1970, p. 1718, "Behavior Manifestations of Children with Hearing Loss"	
	2. Design a plan of care for the child with rheumatic fever during the acute and convalescent periods.	Booklet: "Home Care of the Child with Rheumatic Fever," S. C. Heart Association	
	3. Review diabetes.	Today's Health, Feb. 1968, p. 42, "Heart Murmur: What Does it Mean?"	
	4. Students present planned clinical conference on problems of the juvenile diabetic.	Todays' Health, April 1970, p. 56, "Learning to Lead not so Normal Lives"	
	5. Select a social problem and show how it may be related to the adolescent's search for identity.	Hammer and Eddy, Nursing Care of the Adolescent	
		AJN, Jan. 1968, p. 106, "The Juvenile Diabetic and the Visiting Nurse"	
		Todays' Health, Feb. 1965, p. 39, "Adolescent Medicine"	Written test.

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"A Cancer Source Book for Nurses"
"After Mastectomy"
"Care of Your Colostomy"
"Essentials of Cancer Nursing"

American Diabetes Association, Inc. 18 East 48th Street, New York, New York 10017.
"Facts About Diabetes"
"Meal Planning with Exchange Lists"

American Medical Association. "The Miracle of Life." 535 N. Dearborne Street, Chicago, Illinois 60610.

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American Rehabilitation Foundation. 1800 Chicago Avenue, Minneapolis, Minnesota 55404.
"Ambulation: A Manual for Nurses," No. 707
"Assistive Devices for the Handicapped," No. 705
"Bed Positioning Procedures," No. 701
"Braces: A Primer for Nurses," No. 719
"Care of Patients with Bowel and Bladder Problems," No. 714
"Nursing Care of the Skin," No. 711
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"Language Problems After a Stroke"

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"Peptic Ulcer," No. 280
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"Syphillis," No. 1660
"What You Should Know About Paraplegia"
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Wyette Laboratories. "About Hepatitis." P. O. Box 8299, Philadelphia, Pennsylvania 19101.

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American Cancer Society. South Carolina Division, Inc., 4478 Jackson Blvd., Columbia, South Carolina 29209. (Films)
After Mastectomy
Breast Self-Examination
Early Diagnosis and Management of Breast Cancer
Man Alive
Routine Pelvic Exam
Time and Two Women

BFA Educational Media. "Planning For Your Baby." 2211 Michigan Avenue, Santa Monica, California 90404. (Filmstrip–Series)

Baxter Laboratories, Inc. Parenteral Fluid Therapy. Morton Grove, Illinois 60053. (Film)

Concept Media. "The Stroke Patient," No. 1 and No. 4. 1500 Adams Avenue, Costa Mesa, California 92626. (Filmstrips)

Hoechst Pharmaceutical Company. "General Practice." Bowel Management Series. Division of American Hoechst Corp., Cincinnati, Ohio 45229. (Filmstrip)

International Film Bureau, Inc. 332 S. Michigan Avenue, Chicago, Illionis 60604. (Filmstrips)
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"Discipline"
"Feeding Habits"
"How Shall I Tell My Young Child About Sex"

J. B. Lippincott. "Range of Joint Motion." Philadelphia, Pennsylvania. (Transparencies)

McGraw-Hill Book Company. Film Division, 330 West 42nd Street, New York, New York 10036. (Filmstrips)
"Fertilization, The Female Reproductive System"
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Ross Laboratories. "Fetal Circulation." Department of Nursing Services, Columbus, Ohio 43216. (Wall Chart)

South Carolina Heart Association. Myocardial Infarction, The Nurse's Role. P. O. Box 5937, 2864 Devine Street, Columbia, South Carolina 29205. (Film)

South Carolina State Board of Health. Film Library, J. Marion Sims Building, 2600 Bull Street, Columbia, South Carolina 29201. (Films)
Diabetes and You, Too
Doctor Examines Your Heart
Hold Back the Night
Not Without Hope
Opportunity to Hear
Psychiatric Nursing, The Nurse–Patient Relationship
Second Chance
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"Bladder and Bowel Training"
"Care of the Dying Patient"
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"Care of the Patient with a Head Injury"
"Care of the Patient with Leukemia"
"Care of the Patient with Water-Sealed Drainage"
"Colostomy Irrigation"
"Congestive Heart Failure"
"Emergency Eye Care"
"Gastric and Gastrointestinal Decompression"
"Isolation Technique"
"Nursing Care During Intravenous Therapy"
"Operating Room, Scrubbing, Gowning and Gloving"
"Oxygen Administration"
"Personal Care in Long-Term Illness"
"Positioning to Prevent Contractures"
"Post-Partum Care"
"Postural Drainage, Clapping and Vibration"
"Preoperative and Postoperative Care"
"Range of Joint Motion"
"Sterile Technique and Dressing Change"
"Tracheotomy Care"
"Transfer Activities and Ambulation"
"Urinary Care"
"Use of Patient Lifters"
"What is Emphysema"